RUSSIAN DIARY

Auriol Stevens

Bound to succeed

Prometheus was chained to the rock in the ancient kingdom of Colchis, now the Soviet republic of Georgia. His name lives on. It is attached, for example, to a youth club under the arches of the new river bridge in Tbilisi the republic's capital.

Jeans, tee-shirts and slightly desperate social workers trying to make relationships with recalcitrant youth? Wrong. This turned out to be the haunt of Georgia's up and coming elite, more akin to the Belgate Young Conservatives than anything else. Most of the members are members of the Komsomol, though this is not a condition of entry. For a start, the members are not very young – anything up to about 30 seemed to go. Secondly, they have all the poise of those raised in the expectation of power and responsibility.

A research scientist from the Academy of Sciences said he came along, "because you meet all the most interesting people here, the people who matter. You know what's going on." The club meets for talks, concerts, films or, as on this occasion, for a disco. There seemed to be no shortage of the latest Western pop records.

Though the DJ was doing his patter in Russian, most of the members were Georgian. The Georgian language is a touchy subject in these parts. Several years ago there was considerable agitation when the proposed constitution for the republic failed to specify Georgian as the national language. The pressure was great enough, though no one was anxious to talk about it now, to get the draft constitution changed.

The members of the Prometheus club will need both languages. Though most will probably stay in Georgia which has a strong sense of national identity, and a high standard of living compared to other parts of the USSR, they will need to get on with Russian speakers in Moscow.

A girl who teaches German in one of the city's schools said that one of the most difficult problems facing her was whether she should send her six-year-old daughter to a school where the first language was Georgian or to one of the 25 per cent of schools where Russian is the main medium of instruction. They speak Georgian at home, and she described the survival of the language as "the most important thing."

In Tbilisi University, the teaching is mainly in Georgian but they run separate Russian streams in some subjects, particularly physics and applied mathematics. Five per cent of the students speak Russian as their first language, according to the rector.

At the local cycling sports school, where intense effort goes into the production of national champions, the rule is that Russian will be spoken in any group which has even one Russian speaker.

Language is a vital issue in other areas. In Latvia there was, after 1945, a large scale, planned influx of Russians which meant that the Latvians now make up only 60 per cent of the total population – 50 per cent in the capital, Riga. Latvians seemed less willing than Georgians to speak Russian on official occasions.

Bilingualism means a heavy load for school children. Whether they opt for a Russian medium school or one teaching in the local language, they will be expected to learn both. On top of that, they face the normal requirement to study a 'foreign' language from the age of 12. This means longer school hours and more home work than in Russian speaking areas. It also means less teaching hours for either language. National languages – Latvian and Georgian are examples – often involve a different script from Russian.

English-learner: books have a political message

Byron the revolutionary

Whatever the language of instruction, textbooks and curricula remain standard throughout the USSR, translated where necessary. Only in literature and history teaching is some latitude allowed for local variation.

English course books are the most accessible part of the curriculum for English visitors. They are highly prescriptive. Each topic is listed. Disjunction questions with "to be"' is, for example, part of the course for 12-year-olds.

The texts and commentaries pack in a lot of information. They also carry a political message. The texts from David Copperfield are still there, but more surprising is to find Byron's picture up in every English classroom. Byron, described as "G. G. Byron," never as "Lord", is seen as a hero for his championship of the proletariat in Italy, Greece and England. Because of this, according to the text, "the broad public accused him of immorality. . . The cause of ill feelings towards the poet was his protest against oppression." There is no mention of the nature, let alone likely truth, of the accusations of immorality.

Galsworthy is described in the readers for 15-year-olds as "one of the last representatives of bourgeois critical realism in English literature." Among the texts for 17-year-olds is one about John Cornford who died in the Spanish Civil War, under the heading "Truth to the idea of International Solidarity." It includes a couplet of his.

"Oh understand before too late,
Freedom was never held without a fight."

If much of the teaching seems old fashioned, there are aspects of language teaching which would make the most progressive in Britain envious. The whole tradition of Russian education is oral. Almost all examining, right through university, is oral. This means that languages are taught by oral methods. Concentration is on songs, poems, "survival" phrases and reading. Writing is less important. In one classroom we were treated to demonstration songs and dances – the "Hokey-Cokey" and "A-hunting we will go" – performed impeccably by 12-year-olds. On that which they know fluency is so impressive that it comes as a shock to find that neither children, nor sometimes teachers, can cope with 'real' English conversation.

Formalism is under attack in the Soviet education press, and efforts are being made at official level to reduce it.

A Leningrad school inspector, concerned at the standards achieved by the less well motivated children, was trying to change the routine assessment of teachers from formal inspection of marks and results to classroom observation. Syllabuses are under scrutiny in an attempt to make the language simpler and to reduce the bulk of material to be mastered. Teachers talk in familiar terms of the need for more independent learning.

There are other familiar preoccupations. As cash nllows, the number of schools open all day until 6 pm is being increased. As teachers are paid extra for any work they do over a basic 18 hours a week, extending the day is expensive. In Leningrad 30 of the city's 600 schools catering for 14,000 children are now open all day and another 106,000 children stay on in all-day classes, accounting in all for a quarter of the school population. The move is being made because, with both parents at work, children were running loose and not doing their home work. The extra classes are concentrated in areas with high working class populations.

Into extra time . . .

In Leningrad School No 345, one of the 30 'complete day' schools, Ivanova, deputy head, said academic standards had risen markedly since the day was extended. The extra hours are used for clubs, classes, exercise and supervised homework.

"This school was unusual in the opulence of its facilities, it has its own gym and swimming pool. It was also the only school in which there was a substantial amount of art work on display.

Ina Ivanova sets out to find the best teachers for the school. She picks them from among the students sent on teaching practice and asks if they have them assigned to the school. With the extra-long day she finds no trouble in getting who she wants.

Teachers are attracted both by the chance of higher earnings and, she says, by the scope the long day gives them for trying out new ideas.

With the central curriculum heavily controlled, it is the extra hours which provide scope for experiment in Soviet schools. It is not that the time is deliberately used for this purpose.

The overall impression of Soviet schools is of an efficient, highly controlled system with a rather oppressive air of moral certainty – which one's view may be of the particular certainties involved.

There is, however, a distinct lack of curiosity. Even the science subjects are taught in a way which emphasizes technical mastery rather than emotional expression.

Those who hanker for more 'authority' in schools (particularly most often those on the Right in Britain) may find much to be admirable.

Woolly liberals tend to be left with an uneasy feeling that the system's evident success is too high a price if you want to produce a free-thinking and self-confident democracy.

Auriol Stevens is education correspondent of The Observer.

Next week

■ Spring fever blues: Ian Maden suggests that teachers should run out of social credit if they don't rethink tactics and ideas on the withdrawal of goodwill".

■ Richard North on educating children at home.

■ Harold Rosen reviews J. D. Gordon's *Verbal Deficit: A Critique*. Brian Morton reports on the continuing proliferation of student guides to the great minds of history.

■ Extra: History

Personal column

Ted Wragg

Clued in to the cryptic

The million-plus readers of Kit Williams' book *Masquerade*, who were all heart-broken at the news that someone had finally managed to dig up the £3,000 golden hare concealed near the Catherine of Aragon monument in Ampthill, may be excited to know that I have secretly buried a junior education minister somewhere in Britain.

The actual place is known only to myself, a television personality, and *The Sunday Times*, but I can reveal at this stage that he can be found just below the surface, which is the level at which he and his ministerial colleagues normally operate. The television personality, by the way, is Ole Baggy Eyes himself, Rhodes Boyson, and the prize is a signed copy of that extremely compact volume *What we did for education* by Fred Mulley, Reg Prentice and Mark Carlisle, normally retailing at 15½ pence (postage and packing included).

Before we get on to the treasure hunt proper, I can also say that the junior minister in question is one William Shelton, but promise not to tell you where he is. There is an army of *Masquerade* fans waiting to solve the cryptic clues, for years so far as education was concerned. Will find the good sense to heed the sound advice contained in the first two letters of his surname. The first cryptic clue covers those early years of happy anonymity and is an anagram of his name: WHO? I'M ALL SILENT.

The reason for wanting to inter him, albeit temporarily, goes back to the theme of my last column, namely the attempts of some people to stifle experiment and controversy in schools. Certain extremist American groups, having successfully banned several on the whole, innocuous books from school, are now seeking to outlaw modern maths and open plans schools which, they believe, promote rebellion, sexual promiscuity and crime.

To be fair there is just an outside chance that all those armed bank robberies we read about are being done by nine-year-olds hyped up on tessellations and vectors, but perhaps Will was cheesed off with being mugged in open plan schools when he spoke to some Blue Rinse Brigade at Caxton Hall recently. "Find out if teachers are trendies, says Mr Shelton" screamed one headline.

Now we are used to ministers' utterances on education being as profound as the instructions on a packet of cornflakes, but apparently Will, or more accurately Won't, was urging his audiences to be on their guard, if they were school governors against appointing progressive teachers who had perpetrated such wickednesses as teaching mixed ability classes, which must be dire news for most of Britain's 200,000 plus primary teachers and a fair number of the secondary force. My advice to anyone with promotion aspirations is to hide the globe it Will is visiting your part of the world, or alternatively get the kids to stamp it flat, though that might rebound on you if he thought it was a trendy drama lesson. The second cryptic clue, therefore, is also an anagram of his name: I WHOLE SMALL NUT.

As if to give credibility to the new saying in educational circles, "Where there's a Will there's no Way", the other junior minister of the three names, William Waldegrave, seems to have fallen victim to the identical reactionary disease. This is bad news indeed, because Will Junior, in view of his reputed high intelligence, insight and compassion, seemed to have none of the qualities needed for ministerial office, and could have enjoyed a perfectly successful career needling authority from the back benches.

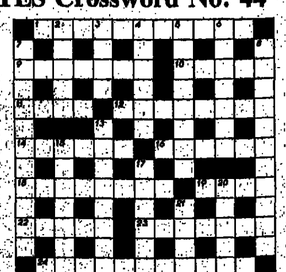
Perhaps it was his distaste at having to announce that, after allowing the rate of participation in higher education to fall recently from one in seven to one in eight, it was the government's plan to make available even fewer places, to only one pupil in nine over the next three years, that led to his attack on what he called "the terrible British habit of falling into fashions". He went on, "Whenever I visit a higher education institution the first thing I am shown is the biotechnology department". Why should one of the most exciting and important developments in the whole history of science be regarded as faddish, rather than as a source of great pride and admiration?

The only person happy with all these negative Wills must be Ron Greenwood, the England football manager, when picking his World Cup squad for Spain, to keep out the dour, methodical Eastern Europeans, the flashy South Americans, the shirt-pulling Italians and all those other stereotypes much beloved by television commentators, he need look no further for his back four than the DES. With solid defensive newcomers like Will Shelton and Will Waldegrave, and seasoned stoppers like Will Boyson and Sir Will Joseph, no creative Celtic forward will even get near the penalty area.

Unfortunately I have to report that the junior minister has now been found quite by accident, in an astonishing parallel with the golden hare of *Masquerade*. Apparently Rhodes Boyson was taking Sir Keith Joseph for a walk round a little used part of the DES, when they stumbled over a failed copy of the Manchester reorganization plan. He was

TES Crossword No. 44

by Ri



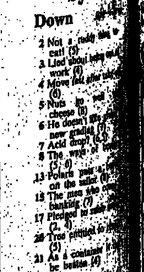
Across

1 Half a 'no' (5, 6)
9 Illiberal elitist in a rumpus (7)
10 Bank holiday shoot month and ancient city south-west (5)
11 They may instruct in nursery schools (4)
12 Slow draw? (6)
14 Share out in rota, perhaps (6)
16 He wants a good deal (6)
18 Not rare words of praise (4, 4)
19 A state of pure chaos (4)
22 Build straight up (5)
23 Contract that makes a ferryman redundant? (7)
24 Scientists rent rooms as required (11)

Down

2 Not a really tidy [illegible] cert (5)
3 Lied about being [illegible] work (6)
4 More [illegible] after [illegible] (6)
5 Nuts to [illegible] cheese (8)
6 He makes [illegible] new grading (6)
7 Acid drops [illegible] (5)
8 The west [illegible] (7)
13 Polaris [illegible] on the [illegible] (8)
15 The men who [illegible] banking (7)
17 Pledged to [illegible] (5, 6)
20 True passage [illegible] (5)
21 As a consequence [illegible] be beaten (4)

Solution to Puzzle No. 43



THE TIMES
Educational Supplement
FRIDAY APRIL 9 1982 NUMBER 3432 FIRST PUBLISHED 1910 PRICE 45p

eaders in ispute join xecutive

Richard Garner

o teachers' leaders in the fore- ont of battle with their local educa- n authorities have been elected to National Union of Teachers' ex- utive for the first time.

The election results – to be nounced at the union's annual con- ence in Scarborough next week – ow that the executive has shifted ghtly to the Left, although the jority of sitting members have en re-elected (many of them un- posed).

The two are Mr Ken Jones, secret- y of the Barking and Dagenham sociation of the NUT – the area ere union members have been on ike for the past six weeks against s which threaten nearly 150 achers' jobs, and Mr Jim Ferguson, cretary of the Liverpool associa- n, who was threatened with disci- inary proceedings which could lead the sack by Sir Trevor Jones, ief leader of the council, for legedly spending too much time on ion business, and then told his pay uld be cut by more than half.

There are seven changes to the UT executive as a result of this r's elections. Mr Jones defeated e of the four sitting outer London embers, Mrs Joan Moseley, to gain ssion to the executive for the first e.

Mr Bernard Regan, who took over the later London seat from Mr Dick ooth after he was suspended from ion office, was re-elected and was ther four votes behind Mr Bob ickaston, general secretary of the ion London Teachers' Association d the other inner London execu- e member, on the first ballot for e executive.

Both Mr Regan and Mr Jones are ft-wingers and the Left also made strong showing in Greater Man- ester where its candidate, Tony rton, failed by only 280 votes to be elected.

The other changes are: Mr John ore, divisional secretary of Avon UT during the union's strike action ainst the cuts two years ago, re- cing Mr Jack Evans, who has ed down for personal reasons; s Margaret Carter, who replaces Don Winters (now the NUT's ional vice-president) as Tyne and ear representative; Mr H. G. ons, who replaces Mr Peter Grif- (now the NUT's junior vice-presi- t), as one of the three Welsh esentatives, and Mr Jim Murphy, sident of the union, who takes ional in Salop and Staffordshire , from Mr F. Howker.

Cash cuts mean 3,568 jobs to go

by Sarah Bayliss and Biddy Passmore

An exclusive survey of spending plans conducted by *The TES* in the 21 biggest education authorities shows that 3,568 teachers' jobs will be axed in the next 12 months.

The survey reveals that three authorities – Hertfordshire, Birmingham and Manchester – will worsen their pupil teacher ratios by several points; eight authorities are cutting jobs in line with falling pupil numbers and 11 are trying to protect the curriculum by cushioning jobs. Leeds and Cheshire are introducing policies for curriculum-led staffing.

In the months ahead 10 out of 21 authorities are cutting back their educational provision, seven are planning to maintain existing services with standstill budgets and four are planning net growth.

One-third of the sample is increasing capitation beyond the level of inflation – a measure which reflects desperate concern about the state of books and equipment in many schools. Roughly two-thirds are attempting to protect current allowances against the ravages of inflation, and only Birmingham is reducing the real value with a 10 per cent cut and no inflation proofing.

This week's report by Her Majesty's Inspectorate on the effect of cuts last year (see page 6-7) shows that the baseline from which many authorities are working is already dangerously low.

Only five out of the 96 English local education authorities had provision that HMI considered "satisfactory or better" on all counts: teaching staff, non-teaching staff, in-service training, induction, advisory service, premises and capitation.

Four authorities who were already in the worst group in last year's report have since cut their provision still further. These four will be told of their position in letters marked "Confidential and Personal" from Miss Sheila Browne, senior chief HMI. The letters will probably be followed up by detailed individual reports and discussions.

The report, based on observations made by HMIs during the autumn term last year, shows that the combined effect of spending cuts and falling rolls is posing a serious threat to education standards and inhibiting new developments.

The report says the majority of schools are still "well found" and most pupils still adequately served, but points to growing differences in access to education both for comparable pupils and for pupils with different needs.

In primary schools the inspectors describe an increase in the number of mixed age classes, a reduction in the number of small remedial groups and increasingly inflexible staffing. Unless staffing can be improved, they consider it unlikely that existing standards, particularly in numeracy and literacy, will be maintained.

In secondary schools they point to growing restrictions in curriculum, affecting particularly the less able in years four and five. About a fifth of the schools and colleges visited had too few appropriately qualified staff.

The report was condemned as "a serious and damning indictment of Government education policy" by the National Union of Teachers. The National Association of Head Teachers said it demonstrated quite conclusively that I.e.a.s' spending policies were having a "pretty dramatic effect" on resources.

Sir Keith Joseph, the Education Secretary, said education spending had fallen by only 1 per cent in real terms last year, compared with a 2½ per cent drop in the number of pupils. He called on those local authorities who had overspent last year to exercise the same restraint that other authorities were displaying. Then "there would be more scope for putting right the deficiencies."

The Education Secretary will have to defend his policies before searching questions from members of the Commons Select Committee on April 19.

TES survey details, page 8

At the easel: toddlers aged 18 months are learning to paint at the Blackshaw Nursery Centre, the first-ever day nursery for shiftworkers. Set in the grounds of St George's Hospital, South London, it is open from 7am until 10pm and caters for 40 children aged three months to five years whose parents work at the hospital or in other shift jobs. Picture: Glyn Glover.

Union peace pact broken

Mr Len Murray, TUC general secretary, has been called in to investigate a dramatic eve-of-conference row between Britain's two biggest teachers' organizations which has shattered their fragile three-year-old peace pact.

In a circular to its 120,000 members, the National Association of Schoolmasters/Union of Women Teachers, has accused its rival – the 235,000-strong National Union of Teachers – of being "anxious to quit" the recent pay battle before action started.

The report, which is described by the NAS/UWT as the "parting shot" of Mr Terry Casey, its retiring general secretary, says: "At the Burnham meeting the teachers' panel resolved unanimously to force management to make an offer in open Burnham. In spite of this the NUT subsequently yielded and were ready to sniff out any offer and thereby lose the ascendancy we had established over a disunited management panel".

Mr Fred Jarvis, general secretary of the NUT, would not comment other than to say he had referred the report to Mr Len Murray and add: "I clearly do not accept this version of events by any manner of means."

Giving the nod to English

by Bob Doe

Women teachers are much better than men at turning their pupils on to English, research in a Manchester comprehensive school suggests. And it is not so much what they say, as what they do, it seems.

Mrs Diana Bentley, a teacher at Birley High School, Hulme, told the annual conference of the British Psychological Society in York this week that teachers can apparently turn children on – or off – their subject simply by the way they act.

Looking into the way teachers motivate children she found the amount of time spent gazing, nodding or smiling at pupils, pointing or making gestures to emphasize what they were saying or being near to pupils or leaning towards them, all seemed important elements.

This week

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© Times Newspapers Ltd. (1982) ISSN 0039-8322 Published by Times Newspapers Ltd., Printing House Square, London WC4E 9BZ, England. Typesetting by Computer Graphics Ltd. 57-61 Clerkenwell Road, London EC1M 5PA. Printed in England by Chapel River Press, Andover, Hants. Registered as a newspaper at the Post Office. TES/N

TIMES PAST
THE TIMES
EDUCATIONAL SUPPLEMENT
PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Tel 01-837 1234

Another year of declining standards

The timing of the HMIs' report on *The Effects of Local Authority Expenditure on the Education Services in England – 1981* could not have suited Sir Keith Joseph better or the schools worse (pages 6 and 7). Sir Keith at least had the satisfaction of waving goodbye to Lord Carrington, secure in the knowledge that a battle fleet sailing into the sunset would attract more column inches than an apparently marginal deterioration in educational standards.

Nevertheless, the HMIs' annual report to the Expenditure Steering Group (Education) has now become one of the most important of all the Inspectorate's productions. It is a working document, intended to feed information directly to those concerned with monitoring local spending and preparing future estimates.

Staffing standards are getting worse as the school population figures change. This report gives chapter and verse for the realities behind the jargon of "diseconomies of scale" – "inflexibility of organization"; circumstances in which it is "difficult at best, impossible at worst to provide remedial teaching"; less music teaching and physical education; more mixed-age teaching groups.

Alongside complaints about staffing, go more critical comments about in-service training, the l.e.a. advisory services, capitation allowances for books, stationery and equipment and (as last year) severe strictures on the failure to keep buildings in reasonable repair. HMIs also comment on the continuing reliance on fund-raising to plug inexcusable gaps in provision.

To report, as the HMIs have done once again, that the standard of provision is getting more uneven, should immediately set the alarm bells ringing. Widening disparities between one local authority area and another mean an increasingly shoddy education service. No doubt when Miss Sheila Browne, the senior chief HMI, goes before the House of Commons Education sub-committee next month, MPs will quizz her on this and expect answers also from Ministers. It is no good relying on the marginal nature of the changes. The really damning paragraphs in the report are not about declining standards, as such, but simply about the deficiencies and short-comings of the here and now.

The importance of Miss Browne's report lies in the test which the Inspectors applied to determine whether an l.e.a. could be said to provide a "satisfactory" service. "The term 'satisfactory' is used to denote a level, range and balance of resources that are in HMIs' judgment, at least adequate in educational terms for pupils to be taught according to their ages, abilities and aptitudes".

The choice of words has not been lightly made: the phrase has obvious echoes of Section 8 of the Education Act. It goes directly to the question of how grossly deficient an education authority's schools would have to be to fail to satisfy the requirements of the Act. This is a ticklish one. The Secretary of State is responsible for enforcing the relevant section of the Act, and his officials have made it abundantly clear up till now that they find it difficult to conceive of any circumstances in which it would be appropriate for him to act. Miss Browne's formulation must make it less easy for them to maintain this extreme position: it must mean that the four l.e.a.s. which were found to be unsatisfactory were judged to be falling short of their legal duties.

Again, Mr Christopher Price, MP, and his friends on both sides of the House of Commons will want to know if Sir Keith Joseph shares this view. Of course, the Inspectorate can only offer professional advice. It may be that Sir Keith's lawyers (and/or the judges all the way up to the House of Lords) will take a different view, but it has to be said that Sir Keith, himself, is in no position to substitute a different professional assessment, and it is hard to see how he can do otherwise than back up the HMIs' communication to the four offending l.e.a.s with a stiff warning of his own.

The HMIs' annual survey is now making it increasingly difficult to preserve the anonymity of l.e.a.s which come in for special criticism or praise – the four reprobates are already beginning to take shape as more of their characteristics become known and it can only be a matter of time before they are identified. The work of the Inspectorate is not made any easier by being brought into the political limelight, but it is by resisting the fierce pressures which this engenders that Miss Browne and her colleagues earn their professional salaries.

The possibility of changes in the method of financing local government and the introduction of an itemized block grant for education would change the HMIs' task and, in many ways, make it easier and less controversial. What they say about school books and staffing and in-service training must reinforce in many minds the case for prescribed standards. The local authorities will fight a strong rear-guard action. They still regard any DES intervention in defence of any particular level of service as an intrusion into their freedom and privacy. But with evidence like this there is a powerful case to answer. Anyone who knows the ingrained caution of the Inspectorate knows that a report like this is not published unless it can be substantiated. It must be assumed that HMIs gave the benefit of the doubt to many l.e.a.s on the borderline. This is not a statistical exercise alone; it depends on judgment and impressionistic sampling. But no one should use this to argue that it has overstated its case; more likely, it has been tempered by a natural caution and defensive prudence.

Sir Keith Joseph likes to rely on the intellectually indisputable proposition that there is no necessary connexion between the level of resources and the quality of education. This must be true – in the abstract. It is possible to imagine two schools – one better equipped and staffed with more teachers than the other, but a less good school for all that. The message of the Inspectorate, however, is not abstract, or based on *a priori* reasoning, but on observation. It is that cuts in resources are leading to declining standards of education. It is that it is not possible to maintain standards, let alone improve them, without increasing the resources per child, as pupil numbers fall. No sophisticated arguments can set this aside. Sir Keith Joseph is now more than six months into his sojourn at Elizabeth House. It is time for him to move from theory to practice and accept and act on the HMIs' message.

Elsewhere in this issue (page 8), a special TES survey provides some more up-to-date information about budgeting and staffing levels. It shows that a sample of 21 large authorities came close in 1981-82 to making the staffing cuts for which they budgeted, and did so with only a handful of compulsory redundancies. During the coming year – if our sample is to be relied upon – the projected job cuts are likely to be rather smaller – nearer 11,000 than the 15,000 plus in 1981-82.

Micros on the move in primaries

It is the Year of the Primary Micro. At le... that's what the director of the national bi... roelectronics Education Project said at a co... ference in Exeter last weekend. (Anoth... speaker, at another conference, appeared ... be calling for the Year of the Nursery Micro ... see page 3)

The first Exeter conference on microcompu... ters in primary education was held last ye... Already, it has taken on the aura of an annu... event. A number of hopeful participants w... turned away, and there wasn't even standi... room in the large lecture theatre. With e... Industry Department busy working out deta... of how to extend its half-price micro offer ... primary schools, it is now impossible for pri... ary teachers to ignore the beasts.

The conference is a good place to try t... identify some of the emerging dogmas of ear... converts. There is the small but influentia... computers-in-the-real-world sect. At the lowe... level, adherents of this denomination talk ab... out the need to teach young childre... "keyboard literacy" (two finger typing), ke... to "access data bases" (use Prestel), and "cr... reading skills" (deciphering videotext).

At higher levels, the real-life group demand... that primary children should have access to ... full range of professional computer hardwar... and software – data base packages which allo... them to store and use the results of their ow... researches, word processors to make writi... less laborious, disc drives to speed up the wor... and increase its power, printers and graphic... packages to record results.

There was some tantalizing work on displa... showing the potential of this approach – bu... the DI will have to multiply its offer by 10 to ... put it within the range of many primaries. Other possibilities – such as the use of compu... ters for creative art and music – were men... tioned in passing, and seemed equally tantaliz... ing, and expensive.

Then there is an impressive small group of ... believers in the power of simulation. An ... elaborate program which allows children to ... explore the ancient Egyptian site of Saqqa... using a proper archeological mix of strategy, ... academic research and serendipity, has pro... duced astonishing work. A very few such pro... grams are now being published, and it will be ... interesting to see how well they transplant ... from the classrooms of innovators to those of ... more mundane practitioners.

Finally, there is a large but defensive – even ... secret – sect who are using computers for basic ... skills and drills in maths and English. They are ... convinced that drills are a necessary part of a ... primary teacher's job, and that computers are ... good at delivering them in ways children ... enjoy.

Developing this kind of everyday software ... from the worst American Skinnerian commer... cial products, and the often amateurish do-it-... yourself early British efforts, will be an invest... able part of primary computer development.

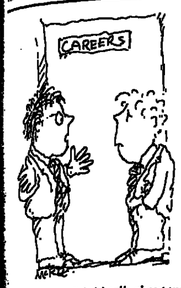
The exciting thing about all this is how far ... the pioneers have travelled in a couple of ... years, in trying to bend computers to good ... primary practice. Last year I was told there ... had been a "gee whiz" air about the whole ... affair. This year there was some serious talk ... about the primary curriculum, and the ... implications for teacher-training. Next year ... there may be some hard-nosed assessment of ... what works. Curiously, there is an almost total dearth of ... good software. But teachers, publishers and ... national projects are working on it.

Provided the in-service training that comes ... with the machines goes beyond keyboard lit... eracy for teachers, and gives them time ... seriously to review their work in the light of ... the impact of new technology on children's ... lives and the potential of this powerful new ... educational tool in schools, the DI will have a ... good record of service.

Virginia Makins

No Comment

"Cleaners required from 1st April, 1982 at the following school: Rickmansworth School, Scotsbridge Hill, Croxley Green, Rickmansworth. for 20 hours per week, term time only. Applicants should be strong swimmers." *From Lea. circular*, February 17.



Some here, all he'd talk about was great prospects with the Navy.

British teachers trapped by invasion of Falkland Islands

About 20 teachers from Britain were serving in the Falklands at the time of last week's invasion by Argentina. No plans have been made as yet to get them out, the Overseas Development Administration said this week.

The teachers are recruited by the administration and sent out on renewable two-year contracts. Most of them are working in the capital, Port Stanley, but no news has been received of their circumstances since the Argentine invasion.

The invasion has caught the Falklands school system in the middle of its secondary reorganization. All secondary teaching is being concentrated in one school in the capital, but the hostel for the 140 pupils – most families live out on sheep farms or in small settlements – is still only half-built.

Meanwhile, most primary children continue to be taught under the island's traditional "camp" system: a handful of the British teachers, for whom equestrian skills are as important as pedagogic qualifications, ride around the interior supervising tiny settlement schools staffed part-time by amateurs.

Mark Jackson

Disarmament the main item on NUT conference agenda

Peace talk follows pay battle

by Richard Garner

With the teachers' pay battle fading into the background following the reference of their claim to arbitration, delegates arriving at Scarborough for the annual conference of the National Union of Teachers will now be able to turn their attention to peace.

In fact, the first major debate of the conference will be over disarmament – the subject that teachers' associations all over the country have voted to give top priority this year.

The motion tabled calls on the union to back unilateral disarmament, oppose the siting of cruise missiles or other nuclear weapons in Britain and affiliate to the Campaign for Nuclear Disarmament while noting "the continuing reduction in the real level of resources made available for education when vast sums are allocated toward the production of weapons of destruction".

If the debate does get under way, there will be attempts to water down the tabled motion. The executive of the union has tabled a largely self-congratulatory amendment which makes no mention of support for unilateral disarmament or of affiliation to CND. Another amendment from Southampton has largely the same effect although it would require the executive to prepare a special report on the results of its campaigning for peace education to next year's conference.

Whether or not issues like disarmament are discussed at annual conference in future would be largely determined by the debate over a seemingly innocuous and tedious document on conference procedure.

It suggests that the union's senior vice-president – the person who becomes president at the annual conference – should have the right to veto any motion considered to be outside the scope of the union's aims.

● The six week-old strike by NUT members in Barking and Dagenham was called off this week after the Labour-controlled authority agreed to restore more than 100 of the 149 teachers' jobs they had threatened to axe.

Last laugh after a year of conspiracy

David Lister talks to Jack Chambers about his turbulent spell as NUT president

The man who describes himself as the most left-wing leader the NUT has ever had, and has alarmed thousands of teachers by suggesting that they "negotiate" with pupils, steps down from the union presidency next week with a feeling of "profound dissatisfaction."

His cherished plan for his presidential year – to bring vocational preparation firmly into the classroom – lies in tatters, the victim, he maintains, of a conspiracy emanating from Mrs Thatcher.

If Jack Chambers sees conspiracies around quite a few corners, his friends would maintain it is not without cause. They claim that a group of NUT executive members, abetted by some full-time officials at Hamilton House, have done their best to block his more unorthodox initiatives, such as bringing nuclear disarmament into such sharp focus within the NUT, though his relationship with general secretary Fred Jarvis has been extremely good).

They would also point to his attempt to join the Labour Party recently (he was a Communist Party member until the 1968 invasion of Czechoslovakia) being thwarted by a ultra-Left group in his local Southampton branch.

On both counts he has had the last laugh. Disarmament tops the priority list at next week's NUT conference; and after getting into the Labour Party through a Hampshire village branch he is about to be coopted on to the curriculum working party of Labour's education committee. Those in the NUT – and there are still a few left – who think the union should be non-political will be further shocked next week when he shares a platform at the conference with Neil Kinnock to explain why teachers should vote Labour.

The rest of Labour's education policy makers can look forward to a lesson in "education-speak" now that Chambers has jettied their number. He has never been shy of education jargon. Phrases such as "negotiating the curriculum" and "changing the nature of the custodial role of the school" roll readily from the tongue. He even teaches "integrative studies" part time at his school, Regents Park secondary in Southampton. One suspects that Chambers invented the name himself. Once discovers he did.

A keen pursuit in the footlights he was in the army entertainments unit during the war and in his spare time still tours the folk singing circuit with his daughter Jackie – he is not averse to promoting himself.

Chambers is proud that he has done his bit to strengthen the hand of that endangered and frightened species, the classroom teacher.

"Teachers are frightened people," he explains. "Their reference points are always children. They are given no decisions to make. They are under so many pressures. In Hampshire they are not even allowed to talk to the press.

"What I believe I have done is give them courage to speak out. I have helped to condition them to feel indignant about the demeaning role they are supposed to play."

A long-time champion of the classroom teacher – when an education journal once mistakenly described him as a head he rang up immediately to complain – he would not actually turn down a headship, but is sure that if a blacklist exists his name is at the top.

"I've been victimized, clearly. It stands out a mile. I have applied for headships and I haven't even had my references taken up. I have displayed all management skills and curriculum understanding. I would like to be a head in order to deploy different management skills. I'm open to offers. Maybe if I lived in London ...

"But what I really want is to get the ... ate with kids ...

DES to sponsor me to set up a task force of a group of teachers able to undertake on-the-job training of teacher colleagues anxious to develop skills for working life."

Were he a few years younger, though, he admits he would be tempted towards a far less secure career as a Labour MP.

"I'm certainly the most left-wing teacher to become president and the first one to have a firm commitment to actually teaching in the classroom. Never having had power before – total power such as a headteacher – it did take some time though to get used to it."

But Chambers was soon to find where the power really lay. After successfully spearheading a radical initiative for practical vocational preparation in schools, which he claims won a surprising amount of support among the teaching force, the plan was, he says, scuppered from on high.

"A clear decision was taken from the very top. The Prime Minister, I believe, intervened and said she would give the job of dealing with the less able to somebody else, presumably the MSC.

"We had approached Lord Gowrie and he was very amenable. He in turn got the cooperation of Lady Young. For the next two years we explored bringing vocational preparation into schools, but then the initiative was strangled to death. The gap is wider now between the schools and the new training initiative than it has ever been.

"The establishment has won out. The elitists are only concerned with the top 20 per cent so you can cut back on teachers and textbooks and we will have a continuum of ghetto provision."

From next term, though, he will be able to put the frustrations of his presidential year at least partly to one side and concentrate again on his greatest love – "dealing with the actual problem of teaching."

Here again he is determined to bring the particular Chambers philosophy into play. "Nobody ever talks to the kids about themselves. They teach history or geography. But I try to answer the unspoken question: 'What's it to do with me, sir?' Teachers don't know how to negoti-

Pilot plan given nod

by Paul Flather

The Government is shortly to announce a pilot project to collect data for the introduction of "credit transfer" between courses in Britain, described as the "tip of the iceberg" leading to far-reaching reforms in the structure of higher ecuation.

The announcement comes three years after a major feasibility study recommending the go-ahead for credit transfer in Britain was submitted to the Department of Education and Science.

The scheme will operate in the south-west of England and involve putting on record details of all courses run by colleges, polytechnics and universities for use by careers advisers, tutors and lecturers, and students themselves.

The scheme will be launched under the acronym ECTIS, standing for the Education Credit Transfer Information Service. Higher education courses will be for access nationally; advanced and further education courses will be for access regionally.

Mr Peter Toyne, author of the original feasibility study, said the pilot project would open the door to fundamental change. "It is the tip of the iceberg. For the first time students will be able to take up packages of education when and where they want."

Mr Toyne, deputy director and head of Bishop Otter College, in West Sussex, conducted his study with an £80,000 grant from the DES between 1977 and 1979. A further £40,000 study was carried out in 1980.–*THES*

Union resists staff reports

A teachers' union has warned that it will resist any attempt to require its members to pass on written information about colleagues singled out for evaluation exercises.

The National Association of Schoolmasters/Union of Women Teachers has sent out a circular saying that attempts at school evaluation are unlikely to prove beneficial unless the co-operation of teachers can be secured.

It says that teachers should be provided with the time and facilities necessary for honest and continuing self-appraisal but that the union is opposed to any element of compulsion in self-appraisal questions.

Mr Fred Smithies, deputy general secretary of the 120,000-strong union, said: "Resolving the problems of schools calls for the application of a high level of expertise and experience but, above all, it calls for the consumers of education services to pay the right price for the services they seek.

Music festival

The National Festival of Music for Youth will be held this summer at the South Bank on July 16, 17, and 18 (as reported in *The TES* last week). The selection of participants will take place on April 14. Later, a number of the groups taking part in the Festival will be invited to appear at the Schools Prom at the Royal Albert Hall on November 29, 30 and December 1. A picture in the Music Extra in last week's *TES* showed one would-be participant auditioning and implied that her trip to the School Prom was already assured. Good luck to her, but she still has to work her passage.

Revolutionary methods needed for micro electronic teaching

by Bob Doe

Normal classroom teaching may have to be suspended in order to bring teachers up to date with the new micro electronic technology, a senior official at the Department of Education and Science said last week.

Mr Barry Wakefield, an under secretary at the DES, told a seminar on information technology at Chichester College of Technology, West Sussex, that revolutionary methods would be needed to retrain teachers with educators, trainers and industry sharing ideas.

"It may mean neglecting the classroom for a period so that teachers are up-dated," he said.

Just as with actions dictated in war-time, more urgent priorities sometimes meant it was necessary to cut corners and neglect other desirable objectives.

Mr Wakefield confessed that they thought it "a little strange in his departments had money to spend on new training courses in micro electronics but not the DES.

When asked how colleges were to respond to the calls for more courses in new technology when further and higher education were suffering a cut of 10 per cent in real terms Mr Wakefield replied: "A certain amount of out-dated unnecessary and unwanted work is being done throughout the country. We acknowledge that restructuring may not go fast enough if there are not enough resources."

Further evidence of the Industry Department's increasing role in general education was presented by Mr John Wakeham, the Junior Industry Minister. He confirmed at the seminar that the scheme in which the Industry Department pays half the cost of new microcompters going into secondary schools will soon be extended to include primary schools.

He said they were also considering how best to organize the "enormous task" of training primary teachers to use this equipment.

Mr Neale Raine, chairman of the Technician Education Council, said: "We would never have got a micro electronics programme off the ground without the help of the Department of Industry. The DES were no help to us."

The micro electronic revolution was not just a matter for a few technical experts. Its implications were important at every level of management and the work force. Jobs would be subject to constant change in the future. Present occupational distinctions would be unrecognisable, and what were now thought of as "up-market skills" would be needed at every level.

The urgent need was for more short and post experience courses and to update college staff and industrial trainers.

Mr Raine also called for a more broadly based education that was better able to respond rapidly to changes in industry.

Computers should find their way into nursery classes if Mr Raine has his way. Children should start to use computers at the age of three, he said.

"It is absolutely vital that kids know how to handle computer equipment. I don't care what you teach them, but you have to start young."

Union still to decide on TUC levy

Leaders of the National Union of Teachers will meet again to consider whether to pay a 10p per head levy to the TUC to help it in its fight against the Government's controversial Employment Bill.

NUT delegates to a special one-day conference on opposing the Bill voted against the levy, which would cost the union £25,000 but the conference voted to back a move empowering the TUC's general council to impose a 10p per member levy on all its affiliated unions.

Mr Fred Jarvis, general secretary of the NUT, made it clear afterwards that the levy would not come out of the pockets of individual members.

Delegates from the National Association of Schoolmasters/Union of Women Teachers abstained on the question of the levy and will also consider whether to pay it.

Comment

Sir Richard O'Brien: the calm leadership will be missed

End of an era at the MSC

Sir Richard O'Brien, chairman of the Manpower Services Commission for six years, marks the end of an era for the whole field of youth employment and training.

It is a full six years since he took over the chairmanship of the MSC from Sir Geoffrey Holland, who had been appointed by Mrs Thatcher's predecessor, Jim Callaghan, as Permanent Secretary at the Department of Employment. Sir Geoffrey was widely expected to follow the pattern of his predecessors and move on to the chairmanship of the MSC when Lord Ryder retired. But Mrs Thatcher had other ideas and appointed Sir Richard, a man with no previous experience of the MSC, as chairman.

Sir Richard's appointment was a surprise to many people in the MSC and in the wider world of industry and commerce. But it was a shrewd choice. Sir Richard, who is now 63, had been chairman of the Post Office for seven years and had made a success of it. He had also been chairman of the Council for National Academic Awards and had a reputation as a man who could get things done.

Sir Richard's style was very different from that of Sir Geoffrey. He was more open, more approachable and more willing to delegate. He was also more willing to take risks. He was a *Financial Times* reader at the time of his appointment to the MSC and he quickly made it clear that he was not going to be content with simply spending a substantial slice of the money which the Government was handing out to help alleviate unemployment. His most important long-term job will be turning the MSC into a viable institution operating effectively within the intergovernmental rivalries of Whitehall while at the same time continuing the modernization of the country's employment exchanges (now called job centres) and increasing the effectiveness and relevance of the Government's industrial training programmes.

It is not the least of his achievements that the MSC has indeed cut a swathe through those moribund inter-departmental rivalries and established a reputation for getting things done. The MSC under Sir Richard O'Brien has been a fantastic success story, and the many critics and snipers on the sidelines should be aware of comforting themselves with the thought that its achievements have been solely down to Sir Richard's time at the Treasury. Many MSC officials have demonstrated a determination to move quickly and to get a job done without interminable delays while every Tom, Dick and Harry has a say and every leisurely administrator puts the finishing touches to the last detail. The contrast with the DES is painfully obvious, and if one does wish to encourage the DES to get things done and consult afterwards, it is worth pointing out that the Manpower Services Commission has managed to be, at one and the same time, open, unsecretive, in close touch with constituencies in industries and commerce and also fast-moving and capable of decisive action.

Not that the MSC's way of operating is without its critics. It has produced measurable results, a life-line to thousands of young people who have benefited from the Youth Opportunities Programme.

Now that the YOP has been overtaken by yet more catastrophic unemployment and that new initiatives are to be launched, Sir Richard O'Brien's calm leadership and ability to keep unions and employers in harness together will clearly be missed.

School to work, page 10

Platform

Margaret Maden suggests teachers may run out of social credit unless parents are persuaded of the social and political importance of the maintained sector

Just how wrong are these rites of spring?

A kind of spring fever afflicts teachers every so often: it is called "withdrawal of goodwill". Michael Marland in *The TES* of two weeks ago described the impact of this phenomenon on the afternoon session in school. He showed how disrupted pupils can easily disrupt the equanimity of even the most expert teachers. Most teachers recognize the nonsense inherent in this tactic and many are sensitive to the sanctimonious quality implicit in the term "withdrawal of goodwill".

My own school NUT group, including myself, voted for the sanctions recommended by the executive. Some genuinely believed that refusing to keep an eye on pupils during lunchtimes and refusing to attend all meetings held after school hours would topple the management side of Burnham. Others sensed a truth in the rumours that several (or most?) l.e.a. members of the management panel scorned these actions on the grounds that they would damage teachers and particular schools more than they would damage local authorities.

Few of us really believed that our postponement of a special fifth year parents' evening to discuss post-16 opportunities would shake the Burnham management panel, even when added to all other such postponements elsewhere in the system. Nor would the self-defeating outcome of this postponed meeting worrry anyone except ourselves – for unless we encourage more fifth year leavers to stay at school our unit total (on which our own above Scale 1 salary posts are based) would suffer disproportionately. Similarly, the normal consultative mode of working between myself and staff had to cease temporarily because meetings after school were cancelled. In these and many other ways, the individual school suffers, not the local authority, still less the DES.

A further assumption concerned parents' reactions, and this added another paradox. Parents might of course be alarmed and join together to support teachers because of the reduced care and control offered in

Wendy Hale

relation to their children. Alternatively parents might be encouraged to recognize the importance of the "goodwill" component in the work of their children's teachers: for this reason they might organize themselves and exert political pressure on their local and central government representatives. Such evidence as there is does not support either contention. Parents seem to be either irritated, possibly antagonistic, or dumbly resigned to another spring of teacher discontent.

Notwithstanding these manifold contradictions and confused outcomes, teachers supported their unions' instructions and advice. The reason is not hard to find: no alternative was proposed. When faced with a deep and calculated cynicism of the kind demonstrated by the DES and most local authorities, teachers have to do something, even if, as I would contend, the actions serve more an expressionistic purpose than an instrumental one.

The central issue is the degree to which teachers have "industrial muscle", or indeed whether they have any at all. The bargaining power of any group of workers relates to their product and the seriousness attached by Government and consumers to interrupted production.

Schooling is a long-term process and the results of schooling are frequently difficult to determine and define. The most definable result is seen as public examination outcomes; hence the occasional threat to withdraw teacher involvement in this process. The social and economic context in which schools operate is important. R. D. Coates in his book *Teacher Unions and Interest Group Politics* (CUP, 1972) analysed the rise of teacher militancy in the 1960s and noted the importance of wider contextual issues in securing success. A forthcoming general election, the award of substantial pay increases to other public sector workers, the perception of the role of education as a priority by government and public alike – these would control the effectiveness of teacher militancy.

It is curious that the younger teacher militants combine a Left wing, often Marxist position with a denial of the wider social and economic context – and of the contradictions inherent in the recently supported action. In particular, the increased alienation of the general public, especially parents, is utterly self-defeating. The failure to establish a contemporary equivalent of the 1963 Campaign for Education, which brought together more than 50 educational bodies and organizations interested in education, is both depressing and foolish. Since Callaghan's Ruskin speech the public support of the maintained sector has been at least ambivalent.

Particular schools *do* have strong parental support, but this is only secured, with effort, within a wider context of doubt and uncertainty fanned by a sceptical and frequently cynical media. Public sector unions talk of a cooperative strategy but there are genuine problems in securing this, not least the historic and ideological differences between them.

It is tempting to imagine that the teacher unions are fighting the same case as other local authority workers, but are they?

Failure to collect refuse and the failure of teachers to attend parents' meetings have something in common, but not much. Combining the tradition of industrial action with a public campaign aimed at recognizing the value and quality of teaching, nursing, and social work might be difficult, but must surely form the basis of a new kind of persuasion and negotiation.

Altruism is an old-fashioned idea and much scorned by younger (often altruistic) teachers. However, altruism and crudely, working when you don't have to, represents an important and still valued characteristic of teachers.

Harder-edged professionalism is also quite rightly required and demanded of teachers by parents and others. The rise of accountability procedures in recent years has emphasized the operational competencies of schools and, in a period of falling rolls, the demands placed on schools will increase. It is within this setting that our union leaders should be on the educational offensive in ways which explore and demonstrate the qualitative importance of schools. The tired dichotomy between "trade union tactics" and "education" – the latter seen as an unthinking and "liberal bourgeois" – has to be firmly stamped on. Pallid imitations of the National Union of Miners or the TGWU will only lead us still further into the confused experiences of recent weeks. A hard analysis of the particular nature of schooling and of teachers is required and a different kind of militancy needs to emerge. Only when the social and political importance of the maintained sector is recognized will teachers be able to negotiate the salaries properly. Related issues, including the emergence of a rank and file teachers' union and the future constitution of Burnham, must be considered at the same time. There is a sense in which "negotiation" has been non-existent. Conditions of service also have to be introduced into Burnham so that the yearly "pay" comes to represent a genuine and tough bargaining process.

However, some may argue that on this occasion the management's eventual agreement to go to arbitration proved the success of the financially no-cost "withdrawal of goodwill" tactics. Such a proposition requires detailed evidence to support it. What is certainly required, irrespective of over-simple and misleading "cause and effect" conclusions, is a serious consideration of the potential or actual harm done to the "social credit" of teachers. The "social credit" includes the views and feelings of parents as consumers and voters.

To simply assume that parents support teacher unions is foolish. We should realize that successful teacher action will occur only when the teacher and parent-pupil interest coincide, and, most importantly, are seen to coincide by both parties.

Margaret Maden is head of Islington Green School

Biddy Passmore reports on regional trends in resources and achievement

South East is tops for teachers . . . and pupils

If you want your child to get the most out of the education system, come to the sunny South East.

That is the main conclusion to be drawn from the 1982 edition of *Regional Trends*, published by the Government. It shows an overwhelming concentration of educational resources and achievement in the South East of England.

The South East has the best pupil-teacher ratio in England (although it has more pupils than any other region) and the highest proportion of 16 and 17 year olds staying on in full-time education of any part of the United Kingdom. It has a higher proportion of school-leavers with five or more O levels, one or more A levels and two or more A levels than any other part of England and Wales. One third of all students in the public sector and one quarter of all undergraduates study there. And more than twice as many students come from the South East as from most other regions.

The region also has a higher proportion of pupils in independent schools than any other: nearly 8 per cent, compared with 4 per cent for the United Kingdom as a whole.

When young people from the South East finally leave the education system they also face better prospects than their counterparts elsewhere. The unemployment rate was only 4.8 per cent in 1980, compared with 10.9 per cent in the North and 13.7 per cent in Northern Ireland.

Overall, the proportion of 16 and 17 year olds who stayed on at state schools beyond the statutory leaving age was higher in 1978-79 than five years before, although it had fallen slightly among 18-year-olds.

Within England and Wales, about a quarter of 16 years olds stayed on at school but the figure ranged from 19 per cent in the North to 28 per cent in Wales and 32 per cent in the South East.

Apart from the South East and Scotland, up to twice as many 16 year olds stayed on at school as took part in non-advanced courses of further education. Northern Ireland had the highest proportion of 16 year olds in further education: 15.4 per cent, compared with the UK average of 10.4 per cent.

In 1980, the South West had the lowest percentage of school leavers with no graded results (9.4 per cent) and Wales the highest (25.1 per cent). For other regions, the figure lay between 11 and 15 per cent.

The North came bottom of the league on the quality of exam results, with only 21.1 per cent of all school leavers gaining at least five higher grade O levels compared with 28.5 per cent in the South East), 12.7 per cent gaining one or more A levels (14.9 per cent in the South East) and 10 per cent gaining two or more A levels (14.7 per cent in the South East). Although Wales had the highest proportion of unqualified leavers, it came about half way up the league on quality of results.

Scotland had the most favourable pupil-teacher ratio in the UK in January 1980 – 16.8 pupils per teacher – although the report points out that this may be partly due to the different age of transfer to secondary schools. In the rest of the country, the pupil-teacher ratio was worse, in the East Midlands (19.2:1) and best in the South East (17.8:1).

Some 83 per cent of secondary pupils were attending comprehensive schools in 1980 but there were wide regional variations. In the South West the figure was only 72 per cent, compared with 96 per cent and 99 per cent in Wales and Scotland respectively.

The figures show a clear preponderance of independent schools in the South. Eight per cent of all pupils in the South East and South West were educated in independent schools but only 2 per cent of pupils in the North, North West, Yorkshire and Humberside.

Sharp differences between regions in the level of pre-school provision emerge from the figures. In 1980, Wales had the highest level of involvement, with over 65 per cent of three and four year olds in education. Next highest rates were in the North (60 per cent) and the North West (50 per cent), while in the South West the figure was only 22 per cent.

At the other end of the education scale, the North had the lowest percentage of all school leavers entering full-time further education (15.5 per cent in 1979–80). But, of these, a higher proportion started degree courses than in any other region (43 per cent against a UK average of 34 per cent). The exact opposite was true in the South West, which had the highest proportion of leavers entering full-time education (28 per cent) but the lowest proportion of those going on to degree courses.

Regional Trends 1982 edition, published by the Central Statistical Office, available from HMSO, PO Box 569, London SE1 9NH.

NUT charged with racism

Mr Kantimay Kumar, a teacher sacked by the London borough of Newham, has filed several complaints of racial discrimination against the local education authority and employers. It is the first time that such a case has been brought against the National Union of Teachers.

Mr Kumar, who taught English at Rokeby boys secondary school in Newham until he was dismissed last autumn, alleges that Newham education authority unlawfully discriminated against him.

He also claims that the National Union of Teachers, the local association of the NUT, and the Department of Education discriminated against him and aided Newham education authority in discriminating against him.

The cases will come before an industrial tribunal in the coming months.

Mr Kumar, who was dismissed on the grounds that the DES had failed him on his probationary period, was recently granted leave in the High Court to apply for a judicial review of the DES decision.

He has founded the Asian Teachers' Forum which holds its inaugural meeting at the School of Oriental and African Studies on May 7 at 6pm.

A prophet returns to his own backyard

Profile

Eric Robinson

Eric Robinson, one of Britain's best-known contributors to the theory and practice of further and higher education, could be forgiven for thinking that a week is a long time in educational politics. On Tuesday of last week he was appointed to the prestigious post of director of the Preston Polytechnic; only a week before that he was hanging on by his finger tips to his job as principal of Bradford College.

Was this just one more case of a prophet being honoured save in his own backyard? Or had Bradford, in appointing him to a college which offers less by way of advanced courses than the institutions he had been used to, offered a stubborn hostage to fortune? What sort of man is it who, in the words of an administrator, seeks confrontation when his colleagues are content to swim with the corporate current, however unpalatable that might be?

Born 55 years ago in the mill town of Barrowford, near the twin towns of Nelson and Colne which the late Sidney Silverman seemed to make impregnable bulwarks of the Labour movement, the young Robinson was profoundly affected by his home background. Not that it was in any way deprived; his father, who is still living, was one generation away from the mills where *his* father had spent his life as a weaver but was prominent enough in Labour politics to become mayor of Nelson.

Eric Robinson's father, who became a bank clerk and eventually managed a small branch, was unable to indulge in politics but provided the Christian Socialist background which in that era was the breeding ground of many influential contributors to the social changes of the mid twentieth century.

Eric feels that his father was the greatest influence on his life, alongside John Isaacs, lecturer at Brunel University, who imprinted on his mind the precept that a man's accountability is to be based on the outcome of his actions and not on his good intentions.

A place at Nelson secondary school was followed by a scholarship to King's College, London, in 1944, a good degree in mathematics, a diploma in education at the Institute of Education in London, and a higher degree (M.Sc.) in mathematics at Birkbeck. In spite of the traditional approach of the London Institute (his teaching practice was in grammar schools) he had from the beginning a clear preference for teaching in technical colleges, and was proud of the fact that he was one of the first of a new generation of practitioners who did not see themselves as technocrats but as teachers.

Acton Technical College appointed him to a junior post in 1949, and he stayed for 13 years. Indeed it is a striking feature of his career that for a recognized go-getter he should have reached his new (and possibly last) post after only four ports of call. At Acton he became active in the then Association of Teachers in Technical Institutions as a shop steward, and perhaps because of this his professional progress was slow. It was only towards the end of his time there (when the college became part of Brunel) that he was promoted to senior lecturer. Shortly after that he moved to Enfield, where he became head of the mathematics department under the principalship of George Brosan, taking over as head of the Social Sciences, Business and Humanities Faculty in 1966.

These were the years when the pattern of Robinson's life was to be fixed, for at an early stage he had decided to play an active role in teacher trade unionism. By 1962–63 he had become ATTI president, and in the years that followed he doubled in the role of ATTI elder statesman and leading protagonist of curriculum development in the direction he was convinced was right.

They were the years when the doors of Curzon Street were wide open to him, and with his co-partner, Edward Britton, he established a close relationship with Anthony Crosland who, as Secretary of State, produced the famous Woolwich declaration which marked the beginning of the polytechnic era.

Claiming credit as he does for educating the DES, and Toby Weaver in particular, about the role of regional colleges, he is a staunch defender of the binary principle.

Robbins comes in for criticism. Robinson was a member of the NUT Executive at the time, representing the ATTI, and was the spearhead of the campaign waged by the union against the absorption of the training colleges by the universities. He lays some blame for the inability of the DES (and Robbins) to see that the colleges belonged much more to the field of further education, at the door of Oxbridge recruitment to the Civil Service.

It was during the late fifties and early sixties that Eric Robinson made his decision not to seek a political career, but to concentrate on trade unionism. His close association with the NUT led him to hope, at one time, that he might succeed Sir Ronald Gould as the union's general secretary, but the dream quickly faded. He has been actively associated with the Labour Party at national level since 1967, when he was a member of a working party on post-school education. When the party formed its Education Advisory Committee after the 1970 election, he joined it and has remained a member ever since.

The year 1970 saw his move from Enfield to the North-East London Polytechnic as deputy director, helped by the publication of his only major publication, *The New Polytechnics*, in 1967, a book which he describes as a commercial failure but nevertheless influential and unique. He had also acquired some public notice by a note of dissent to the last Bullock report of the National Advisory Council for the Supply and Training of Teachers before its demise, stressing once again that the place of teacher training was alongside further education institutions, and that any expansion should take place within those institutions.

When the post of principal of Bradford College was advertised in 1973, Robinson was impressed by the breadth of approach envisaged by the prime movers of the Bradford County Borough as it then was, Councillor Mrs Doris Birdsall, Fred Adams and Donald Naismith, now CEO for Croydon. With the engaging smile which wins him so many friends, but has failed to neutralize many enemies, he admits that he applied because he had failed to get a polytechnic. But he rejects the idea that part of his problem at Bradford has been that he wanted to make the college something it was not – a college of similar status to that of a Poly.

He is unconcerned that the number of CNAA courses is even now a mere handful, pitting against that the fact that the college has 2,500 full-time students, and that in all something like 20,000 people are involved in its work.

This represents a considerable achievement which Bradford's chief executive, Gordon Moore, is quick to recognize. Indeed there has never been any major disagreement on policy or on the scope of development which the city's educational services committee want to see. Yet disagreements there have been in plenty on administrative matters, stemming mainly from the determination of City Hall that the procedures followed in the rest of the authority are equally applicable to the fourth floor of the college.

Legal battles have been fought and Robinson's stance upheld, but they have left their mark not only on the principal but on the college. When contraction of the system made it necessary to reduce the number of the l.e.a.'s institutions, Robinson knew that his job was on the line. The past year, with all its bitterness, has in his view done enormous damage to morale. He lays the blame for this on the style of corporate management at City Hall. City Hall has "vandalized" the college, he says, and has made his post untenable.

But for this Eric Robinson would have been content to remain at Bradford, where his ideas were "just beginning to take off", until his retirement. He is proud of the comprehensive institution which he believes he has created, with degree student, craft courses and courses for the unemployed running side by side and as sectors of one united body, where the staff (and in particular the manual staff, who are represented on the academic board) recognize no differences. This approach has not always commended itself to some of the academic staff, and the merger of the college and the Margaret Macmillan College of Education was not without its problems, particularly because the principal insisted that the merger should mean that staff taught the whole range of students and did not confine themselves to their former roles.

It might be appropriate to describe Eric, sitting at the heart of Yorkshire's cricket heartland, as the Geoffrey Boycott of further education – that is until the recent foray of English cricketers to South Africa, for he feels passionately about racial issues.

Politically, Robinson is unwilling to place himself at any specific point on the Labour Party spectrum. He is a member of CND, and did not support entry to the Common Market – but he does not think it would be easy to withdraw from Europe now. He believes that any party in office has to have some kind of incomes policy. He says he is an extremist only on the issue of civil liberties, where he sees "some ominous things happening," especially in the field of computer information. Recent statements by some high ranking police officers have alarmed him.

A man who wears his heart on his sleeve and who says what he has to say in a forthright manner will always make enemies as well as friends. Eric Robinson does not come across as a complex character without the scruples which a high ranking teacher-administrator ought to display. He has an engaging personality and a forthrightness which one might expect of someone brought up in East Lancashire. Perhaps it is right that his new post should take him back to the county whose qualities he embodies so well, and to an institution whose history of independence from the local authority will ensure that his views on the role of higher education are not impeded by a corporate management which is not attuned to his ways of working.

Preston, one feels, will under his direction be a lively polytechnic with a great contribution to make to education at both local and national level. It is no simple cliché to say that Bradford's loss is Lancashire's gain.

Frank Pedley

Report calls for PhD speed-up

Postgraduates studying for a PhD should be under much greater pressure to complete their research within three years and to present their thesis at the latest one year afterwards, a Government report said this week.

The report, by a working party chaired by Sir Peter Swinnerton-Dyer, was commissioned in 1979 by the Advisory Board for the Research Council, the body which advises the Education Secretary on support for research.

The working party found the present completion rates for PhDs "wholly unsatisfactory". Rates of completion for students on awards from the Social Science Research Council, for instance were, after three years 10 per cent, after four years 19 per cent, after five years 31 per cent and after six years 40 per cent.

It points to marked differences between one university and another both in natural science and technology and in the social sciences and concludes the completion rates depend primarily on the ethos of the university.

It suggests that completion rates should be monitored and "sanctions" should be introduced by the research councils against institutions with poor completion records.

Advisory Board for the Research Councils. Report of the Working Party on Postgraduate Education, Cmnd 8471. HMSO, £6.50.

Centre wardens urged to take lead over in-service training

by Bert Lodge

Teachers' centre wardens were challenged to take the lead in a campaign to reorganize in-service training, curriculum development or on board, at their annual conference this week.

"We are the only people employed to provide it. That is not to put down others also fully employed in in-service training, but they also carry other responsibilities or do not have a clear national voice," he told the National Conference of Teachers' Centre Leaders at King Alfred College, Winchester.

"It has been said to me that wardens must argue for INSET for unless we do few others can or will."

Mr Goddard, warden of Enfield teachers' centre, said their committee had drawn up a programme for action over the next 18 months. It would show wardens taking the initiative in getting in-service training properly provided for in funds and time. He called for specific money for induction of new teachers and an end to the division between courses which led to an award and those carrying only an attendance certificate.

Wardens were the only agency at the meeting point between central and local administration, Mr Goddard pointed out. Yet "to date the NCTCL has never made any major policy statement on in-service training, curriculum development or on teachers' centres. We increasingly find ourselves in a variety of arenas but never declare a hand."

While not supporting the idea that educational finance should be hived off, Mr Goddard said he did think many aspects of INSET could be specially funded. "A first step could be made into the easiest arena, namely induction. The local authority could receive a per capita sum for each probationer.

Steep rise in advanced FE intake

The number of students on advanced further education courses rose by nearly 5 per cent this year – the largest rise for over a decade. This brought the overall number of students up from 360,000 in 1980 to 377,000 in October 1981.

The biggest rise was in full-time and sandwich first-year enrolments, up by 10 per cent. But teacher training enrolments continued to fall. This year they are down by eight per cent, a smaller drop that in previous years.

Bitrolmerits on first degree courses rose by 15,000. The largest subject increases were in engineering and technology, science and arts other than languages.

Polytechnics had a larger increase in enrolments than other institutions

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Biddy Passmore looks at an alarming HMI report on English schools

Education cuts: the bleeding continues

Widening gaps between one education authority and another, reduced opportunities for less able pupils and increasing dependence on parental contributions are all highlighted in the latest report on the effect of cuts by Her Majesty's Inspectorate.

It is based on returns from district inspectors in all 96 English l.e.a.s and reports by HMIs on visits during last autumn. It reveals that four of the authorities whose levels of provision gave the Inspectorate most cause for concern last year have made further "moderate to considerable" cuts. But HMI, which gathered the information on a confidential basis, names no names.

Only five authorities had "satisfactory or better" standards of provision under every major resource heading: teaching staff, non-teaching staff, in-service training, induction, advisory service, premises, and capitation allowances.

Significantly, the Inspectorate has used the term "satisfactory" to denote a level, range and balance of resources which they consider at least adequate in educational terms for pupils to be taught "according to their ages, abilities and aptitudes". That is a direct quotation from the section of the 1944 Education Act setting out education authorities' general duty.

Schools

More than two-thirds of local education authorities reduced their levels of provision last year, the overall reductions being described as slight in 55 and moderate to considerable in 16. Of the 16, four were among the small group of l.e.a.s whose levels of provision gave HMI most cause for concern in autumn 1980. But 11 who were judged to have a reasonable or better level of provision in autumn 1980 had improved it. They were a London borough, four metropolitan districts and seven shire countries.

The gap in provision among authorities was widening, the trend being most marked among shire counties and least marked among London boroughs.

Teaching staff

The number of teachers in English schools fell by over 10,000 between September 1980 and September 1981, while the number of pupils dropped by nearly 200,000. Most teachers were lost through natural wastage and early retirement but, "exceptionally", redundancies had been declared. Redeployment normally took place within the primary or secondary phase although there was some movement from primary to secondary schools.

In most authorities the overall pupil-teacher ratio had not changed by more than 0.5 in either direction, with most changes of this order being unfavourable, especially in secondary schools.

In primary schools, current staffing levels had caused no drastic overall change in their internal organization but there had been an increase in the number of mixed age classes in nearly a third of authorities and a reduction in the number of small teaching groups for remedial work in just over a tenth.

Provision of teaching staff was judged satisfactory or better in some five-sixths of the 970 primary schools surveyed – about the same level as last year.

"In the remaining schools, and particularly in small schools, there is evidence that loss of staff through falling rolls, the stricter application of staffing formulae, worsened pupil: teacher ratios or a combination of these is leading to inflexibility in organization. This makes it difficult at best, impossible at worst, to provide remedial teaching or to respond to pupils with a range of special learning needs, or to provide specialist help for parts of the curriculum requiring particular subject knowledge. While there is little evidence that work in early skills of language and mathematics is being restricted, there is ample evidence of reduction in the amount of remedial work. Music and physical education also show reductions."

In secondary schools, district inspectors reported reductions in the range of courses offered in over one third of the authorities, especially in the shire counties.

"These changes affected pupils of all abilities to some extent but particularly the less able. Examples include the cutting out of such courses as child care and motor vehicle technology from the range available in the fourth and fifth years and less provision for remedial work, physical education, instrumental music and sixth-form general studies. There were also reports that pre-16 teaching is increasingly didactic, with less practical work and fewer out-of-school activities. District inspectors report an increasing incidence of subjects being taught by teachers who do not hold appropriate specialist qualifications. In small secondary schools in 11 l.e.a.s staffing levels and range of qualifications were judged to be having an adverse effect.

"District inspectors report that in 12 l.e.a.s sixth-form courses have been cut back, particularly, but not only, those designed for the less academic pupils. In sixth-forms in four l.e.a.s they report that the staffing levels and range of qualifications were also judged to be having an adverse effect.

"The reports of 932 individual HMI visits to secondary schools and sixth-form colleges suggest that, within the range of subjects inspected, about a fifth of schools and colleges suffered from too few appropriately qualified staff. Examples were quoted in respect of virtually all areas of the curriculum but most frequently referred to craft, design and technology, history, art and design and courses for the least able pupils. These reports confirmed those of district inspectors that secondary teachers continue to be asked to teach subjects which are not their main specialisms in most areas of the curriculum including English, mathematics, modern languages and science. There were a few reports of subjects disappearing altogether from the curriculum, available to fewer pupils or having reduced allocations of time. Examples included craft, design and technology (11 cases) and languages (10 cases) with the elimination of second modern language courses mentioned in four reports.

"Several reports refer to difficulties in mounting or sustaining an appropriate range of courses in the sixth form, particularly for pupils not taking GCE A levels.

"There were examples from secondary schools of various attempts to sustain their curricula, among which were co-operation between institutions, for example, to provide second languages, internal reorganization such as mixed-age groups, adopting different teaching methods to maximise the use of materials and making extra demands upon the teachers, including, in some cases, lunch-time classes."

In-service training, probationers and advisory services

Total funds for in-service training had stayed the same in 50 authorities, been increased in 21 and reduced in 25. In just over half of the l.e.a.s the range of subject and phase coverage was judged at least satisfactory. Within the range provided the amount was considered at least satisfactory in 64 authorities.

In 23 authorities, teachers' centre provision had been reduced, in 10 cases by a reduced provision of courses and a failure to replace warden of assistant leader posts, and in 13 others, by closure of some of the centres entirely. In two cases only one teacher centre was left and in another only three out of the previous eight remained open.

In about 280 of the 863 primary schools visited and 330 of the 816 secondary schools visited, opportunities for teachers to participate in in-service training were judged unsatisfactory or poor.

A further nine authorities had abandoned established induction schemes or deferred proposed new schemes, partly because of a reduction in the number of probationary teachers employed. Returns from school visits showed that some local authorities' difficulties were compounded by temporary contracts and others were judged to be teaching too wide a range of subjects.

The total number of advisers in all l.e.a.s was about 20 fewer than the 1980 total of about 1,900. Coverage by advisers of subjects or phases was considered satisfactory or better in only 38 authorities although the number of advisers was satisfactory or better in 45. District inspectors drew attention to insufficient coverage in the humanities (mainly history and geography) in nearly a third of authorities. Most reports told of an increasing proportion of advisers' time being spent on administration, especially teacher redeployment.

Non-teaching staff

Provision of classroom ancillaries and clerical staff had decreased in nearly half the authorities and technical assistants in nearly a third. Nine had made substantial reductions in the number of language assistants. Overall, the provision of non-teaching staff was reported to be entirely satisfactory in only 37 l.e.a.s, compared with the two-thirds judged tolerable or better last year.

Books, material and equipment

More than a third of all authorities had cut allowances in real terms since the year before and only a fifth – including 11 shire counties – had increased them. Fourteen had extended the range of items now falling within capitation spending. "In some, capitation now has to cover such items as postage, telephone charges, cleaning materials, visits, field studies, furniture and repairs and the maintenance of library book stocks."

Just under half of English l.e.a.s had a library and text book stock deemed satisfactory or better, compared with just over half last year. "The schools of the London boroughs as a group are significantly better provided with books than either the metropolitan districts or shire countries", the Inspectors say.

In primary schools 240 out of the 950 individual reports made by HMIs recorded less than satisfactory provision, with "an acute shortage" of books referred to in 15 instances. Out of 950 secondary schools, 300 had less than satisfactory provision and an acute shortage, particularly of library stocks, was mentioned in 33 returns. Reference was also made to out-dated books in most subjects, including English and mathematics.

Basic consumable materials appeared to have first claim on capitation allowances and supply was judged satisfactory or better in two thirds of l.e.a.s – but that suggested some deterioration since 1980, when the position was described as satisfactory in nine-tenths of the authorities. Nearly one quarter of returns from secondary schools and sixth form colleges noted specific shortages of equipment, most frequently in science, craft, design and technology and art.

Accommodation

More than one third of l.e.a.s (37) had reduced their spending in real terms for maintenance, repair and redecoration of premises compared with the previous year, in half these cases for the second year running. Returns from 1,961 individual HMI visits recorded that state of maintenance and decoration was satisfactory in about three-quarters of the primary and about two-thirds of the secondary schools and sixth-form colleges visited.

"Overall, the stock of school premises is continuing to deteriorate and failure to maintain the fabric of some buildings has already presented at least two l.e.a.s with heavy repair and renovation costs", HMI warns.

Parental contributions

"In virtually all l.e.a.s parents are contributing to schools in cash, kind or labour, to an increasing extent. In rather more than half of the l.e.a.s, district inspectors report that parents and other individuals are contributing funds to a moderate or considerable extent for the purchase of such basic items as books and materials.

Above left: Sir Keith Joseph, Education Secretary, who will face questioning about the HMI report in the Commons Select Committee on April 19. Right: Miss Sheila Browne, Senior Chief Inspector, who edited the report.

Support on a similar scale for the provision of equipment was reported in over three-quarters of the authorities.

"Returns made by HMI in the course of visiting schools confirm that in many parts of the country, and especially in the shire counties, school funds are enlarged, often substantially, through money raising events. In small primary and special schools, this income, in some cases, exceeds the capitation allowance from the l.e.a. In some instances parents contribute regular weekly, termly or annual payments.

"The report include such examples of fund raising as £12.50 per head per annum in a small rural school, £9,000 per annum in a large London primary school, £15,000 per annum in a metropolitan grammar school and £1,000 per annum in a shire primary school of 121 pupils.

"This income is still used mainly to buy relatively expensive items of equipment over and above the normal provision for the school, but there were 50 reports from primary and secondary schools and sixth-form colleges of such funds being used for the purchase of books, and 33 references to the purchase of equipment directly related to curricular activities, some of which would normally have been a charge upon l.e.a. funds.

"Although many parents in the more affluent areas appear able and willing to respond to requests from schools, over 40 HMI observations refer to schools in areas of unemployment and other deprivation where headteachers feel unable to seek financial help or where fund-raising events produce much smaller sums."

Primary schools

Further general restraint in spending and falling school rolls have, together, continued to affect primary schools in similar ways to those described in last year's report.

Teaching staff levels have broadly remained the same in relation to the number of pupils. As school rolls become smaller and staffing formulae continue to be rigidly applied, the flexibility in the deployment of the reduced number of teachers diminished and the number of mixed-age classes has increased. Where mixed-age classes are larger than about 30 pupils the children's performance can suffer. Also, there will be fewer opportunities for those children who have learning difficulties, or are very able, to be taught for some of the time individually or in small groups and they are therefore unlikely to make the progress they should.

Increasingly when teachers leave they are either not replaced or are replaced by teachers on short-term contracts or by redeployed teachers who may not fit the school's needs in terms of curricular cover or the range and ability range of pupils to be taught. With continuing tight staffing it is difficult for heads to arrange for experienced teachers, or those with specialist knowledge, to help or advise these and other teachers in their classrooms or for the release of staff for in-service training.

Schools set out upon the school year 1981/82 with a shared set of imperatives: for example, to inform parents and others of the educational aims; to review the curriculum with reference to these aims; to *The School Curriculum*; to introduce their pupils into the micro age; to re-examine in a variety of contexts the fitting of education to individual need, including that identified as special; to co-operate in the development of criteria for examining at 16+; to serve an increased and diverse post-16 population; and to prepare their pupils better for the demands of adult life and work, not least by offering them opportunities for learning to develop their personal qualities and, where possible, to give them a usable qualification.

Education law allows for variation in translating these imperatives into effect. But pupils of comparable ability and aptitude have a right to equal access to the broad enabling programme of education. The majority of schools are still found and the majority of pupils are adequately served but there is growing differences in access to education both for comparable pupils and for pupils with different needs. Both the academically able and the less academic, particularly the slower learners, are affected in some degree, the latter more obviously than the former and at every stage from the primary school to the sixth form. The awareness of schools and l.e.a.s of the limitations set to what they can do generally evokes a determination to do everything possible, but it is also profoundly undermining. So too is the uncertainty caused by protracted discussion of reorganization and closure.

what the Inspectors said about it

Another effect of the combination of economic restraint and falling rolls is the deflection of head teachers from their proper role as setters of standards and leaders in curricular and educational matters affecting their schools. This has come about because of reduced clerical assistance, because increases the administrative burdens for the heads, and the increased teaching load as schools become smaller to the point where heads have to take over, permanently, a class as well as other duties.

Economies continue to impinge on remedial teaching, field studies and experimental music. For these activities the upkeep of the supply of books, materials and equipment of all kinds, voluntary contributions from parents, both in money and in kind, have become increasingly important and many of the schools, though not all of them can expect to, receive similar levels of support of this kind.

Given the variation in parental support among schools, the disparities which already exist in pupil-teacher ratios, and increasingly in levels of teaching resources, among l.e.a.s, it is clear that educational provision for pupils with broadly similar needs has become less comparable across the country as a whole. Unless the level and pattern of staffing and the provision of other resources for primary schools can be maintained in such a way that they allow broad coverage of the curriculum and both expertise and time for teachers to deal with the range of learning needs identified, it is unlikely that existing standards, particularly in numeracy and literacy, will be maintained or that it will be possible to achieve comparable educational standards in all primary schools. It is often less likely that they will be able to secure improvement or implement new policies.

Secondary schools

The financial restraint similar to that set out in last year's report and falling rolls, which are now beginning notably to affect many secondary schools, are adding to the cumulative effects of restraint in spending over the last few years. Widening differences in provision across the country for pupils who have similar needs and abilities are accentuated by widely differing levels of parental and other financial support. A sharp rise in parental contributions has, in many cases, enabled schools to maintain a wide range of activities within and outside the formal curriculum.

In general, l.e.a.s have attempted to retain as favourable a staffing ratio as possible and pupil:teacher ratios have been maintained at about the same level at last year. There are, as always, wide differences in the national ratios between l.e.a.s and the actual ratios operating in the smaller schools within the same l.e.a. Ratios of 1:17 or less favourable in the compulsory age range were recorded in 31 out of the 48 l.e.a.s for which information was available in this form. In eight out of the same 48 l.e.a.s, the 16 to 19 ratio was 1:13 or less favourable. Problems caused by the match between the qualifications and experience of teachers and their teaching commitments are increasing throughout the curriculum, and subjects such as English, history, mathematics, modern languages, science and craft, design and technology are not immune. Small schools, especially those with falling rolls, are particularly vulnerable in this respect.

Effects on the curriculum, of the kind noted last year, are again to be found in a considerable number of schools, for example:

- The loss of individual subjects and opportunities, including craft design and technology, modern languages, general studies in the sixth-form, aspects of physical education and instrumental music. Subjects such as motor vehicle technology, child care, geology and photography have, in some schools, disappeared from the options in the fourth and fifth years. The curriculum of the less able throughout their secondary schooling continues to be constrained. Curtailment of residential provision if fully or partially
- Throughout the range of work

and experience provided within certain subjects, e.g. practical work in science, residential fieldwork in biology and geography. Shortages of materials and equipment adversely affect subjects such as science, home economics and craft, design and technology. Shortages of text-books and deficiencies in school libraries affect particularly the setting of appropriate homework and may generally diminish the pupils' part in their own learning.

- Restriction of desirable developments in the curriculum, particularly the improvement of courses for non-academic pupils in years 4 and 5 and post-16, at a time when opportunities for linked courses with FE colleges are also being reduced.
- More pupils are staying on in school to take courses other than A-level. Although many schools understand what they should provide, and there have been some successful ventures, many have not been able, given their existing commitments to pupils, to make enough and appropriate provision of courses for these students. l.e.a.s have left largely undetermined the relationship of these and of GCE courses to comparable courses offered in FE colleges.

Taken together, these characteristics add up to a serious threat to the maintenance of standards and to desirable improvements.

General

With a few exceptions, schools have been standing up remarkably well but many are clearly under strain. Most authorities have maintained their pupil: teacher ratios around the 1980/81 levels but these decisions to protect teaching staff have led to a reduction in other types of expenditure which, in many cases, limits the effectiveness of the teachers employed. *In only five l.e.a.s were the levels of provision in the schools described as satisfactory or better under every one of the major resource headings.*

In general, viewed in isolation, the further reductions in provision are small, or affect a minority of authorities. However, it must be remembered that these same areas of provision bore the brunt of cuts in 1980–81. Thus the reductions in per-capita allowances noted in 36 authorities this year followed similar reductions noted last year in four-fifths of l.e.a.s. The provision of books is satisfactory in fewer l.e.a.s, there has been a further general contraction of non-teaching staff and two-fifths of l.e.a.s have further reduced their building maintenance, repair and redecoration programmes.

The standstill, or in some cases further reductions, in these areas of provision suggests that the conditions in which many teachers work are less tolerable than they were and the range of books, materials and equipment needed to support their teaching is reduced. Unchanged pupil: teacher ratios in most l.e.a.s, means an increase in mismatch between qualifications, experience and what some teachers are asked to teach, as falling rolls affect more, and especially secondary, schools.

To put it in a nutshell, many l.e.a.s and schools are surviving financially by doing less; but they are often obliged to take the less in the form that comes easily to hand rather than shaping it to match educational priorities. This means, in some cases, a general retrenchment in which most services, schools and pupils are affected to some degree. But it is clear that some things are more vulnerable than others. Subjects that require expensive specialist books or materials and equipment for practical work, and which are taken by relatively few pupils, are particularly at risk.

Remedial teaching, courses for academically less able pupils and additional work with the very able, are less easy to justify and provide when provision for the majority is under pressure. Except in those l.e.a.s with well organized policies of positive discrimination, schools and pupils in deprived and disadvantaged areas are adversely affected by a combination of factors including old and deteriorating buildings, sharp falls in pupil numbers, reductions in specialist help for pupils with learning difficulties, cuts in ancillary staff, such as nursery assistants and classroom helpers, and the absence of alternative sources of funding from, and support within, the community.

Schools are turning increasingly to parents and the local community for financial and other help. Some schools have a long tradition of raising funds to pay for educational visits and desirable but expensive items of equipment. Funds are now frequently used to provide basic materials and equipment. This trend is leading to marked disparities of provision between schools serving affluent and poor areas.

At the time of their visits to institutions, HMI gained the impression of continued professional commitment and resourcefulness but of the teachers' morale worn very thin as the uncertainties and changes arising from falling rolls and cuts in expenditure affect both the maintenance of present standards and attempts to bring about improvements. For many l.e.a. officers and teachers a particular because of shortages of funds and resources and tight controls on staffing, to capitalize on the benefits that could arise from the fall in pupil numbers or to respond to problems or new needs of which both officers and teachers are acutely aware.

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TES exclusive survey Authorities face Heseltine penalties for failure to follow guidlines. Sarah Bayliss on this year's budgets

Cuts likely to fall short of Government targets

About 4,700 teachers' jobs disappeared from the payrolls of the 21 biggest education authorities in England and Wales in the financial year just ended. A further 3,568 posts are due to be axed in the next 12 months, according to a survey conducted by *The TES*.

Compulsory redundancy has been avoided so far in all but one of the 21 authorities; the London borough of Bromley sacked four teachers last autumn in a last ditch effort to get rid of 97 jobs. In all other areas early retirement, redeployment and natural wastage delivered the reductions for 1981-82. Education officers are depending on the same *methods* to produce the savings for 1982–83.

The TES survey of job cuts and spending plans questioned eight English counties, two Welsh counties, six metropolitan districts, four outer London boroughs and the Inner London Education Authority. Within their categories they are the largest in the country by virtue of having the most children attending school. An identical survey was carried out last year.

A comparison between our findings and the Government's plans set out in the recent spending White Paper suggests that in 1981–82 the biggest authorities cut back jobs well in line with Government plans.

However, in the new financial year they will fall considerably short of their planned share of reductions.

The survey found a wider variation in spending plans than existed last year. Local elections and the vagaries of the block grant system were both influential in creating the differences. Ten out of 21 authorities are planning cuts. At one end of the spectrum Manchester – which planned no cuts last year – is now planning the heaviest reduction all, about 7.8 per cent.

Birmingham has to find cuts worth £8m which is offset in net terms by an "inevitable" increase of £3.6m in critical parts of the service, such as provision for the young unemployed. The city is proposing its biggest annual cut in teachers' jobs, totalling 780.

Last year three authorities in the sample had standstill budgets. This year seven are at a standstill, allowing only the minimum for inflation – 9 per cent for prices, 4 per cent for pay in their contingency funds.

Last year two authorities had growth: Nottinghamshire planned 0.03 per cent and Sheffield 0.4 per cent. This year four l.e.a.s are allowing for growth: the new Labour councils in Nottinghamshire and Lancashire are going for 4.1 per cent and 1.1 per cent respectively while Tory Hampshire plans 1.4 per cent net growth and the city of Bradford plans a 2.2 per cent increase in education spending.

Almost half the sample is running the risk of penalties from Mr Michael Heseltine, the Environment Secretary. He has instructed councils to follow at least one of two spending guidelines. One is the grant related expenditure (GRE) for all services, the other is a volume target.

By overshooting both figures, nine education authorities face the prospect of reduced grant later in the year. Significantly they are all Labour authorities.

The block grant system also means that any authority which overspends its GRE at three are 12 altogether automatically loses government grant and puts a greater burden on ratepayers. For every £1 spent above GRE less and less grant is paid out by central Government. So the ILEA qualifies for no grant at all since it is £281.7m above its GRE.

Authority	Net Education Budget: 1982–83	Cut (–) or increase (+) in real terms over 1981–82		Teachers Jobs Lost 1981–82	1982–83	Rate Rise	Spending on All Services compared with: total GRE	volume target
	£m	£m	%	nos.	nos.	%	£m	£m
Counties								
Cheshire	241.0	standstill		275	165	+18.6	+26.8	+28.8
Essex	287.2	standstill		160	120	+14.9	– 1.3	+35.0
Hampshire	286.6	+3.4	+1.4	359	78	+11.8	at GRE	+20.0
Hertfordshire	204.5	–5.6	–2.7	166	419	+16.3	at GRE	+ 6.0
Gwent	116.8	standstill		122	38	+ 4.7	+ 3.4	##
Kent	271.6	–9.0	–3.6	200	140	+11.0	–22.0	+15.0
Lancashire	282.0	+3.1	+1.1	428	128	+ 4.1	– 0.03	+23.6
Mid Glamorgan	126.0	standstill		252	76	– 0.1	+ 12.4	##
Nottinghamshire	210.0	+8.0	+4.1	0	0	+27.5	+27.0	+40.0
Staffordshire	215.3	–6.75	–3.0	400	200	+19.1	+ 4.4	+16.8
Metropolitan Districts								
Birmingham	217.7	–4.9	–2.5	500	760–80	+ 8.0	at GRE	+12.0
Bradford	107.6	+2.3	+2.2	150	+120	+20.3	+12.1	+18.1
Leeds	148.1	standstill		200	70	+13.0	at GRE	+17.3
Liverpool	123.0	–3.1	–2.5	238	134	+ 8.6	+13.0	+ 7.0
Manchester	113.4	–9.8	–7.8	225	300	+ 9.1	+45.1	+ 7.8
Sheffield	126.3	–1.9	–1.6	98	149	+18.0	+42.5	+17.9
London Boroughs								
Bromley	54.3	–0.5	–1.0	97	85	– 0.1	– 1.5	– 0.4
Croydon	63.3	standstill		95	100	– 4.3	– 7.7	– 0.5
Enfield	62.8	standstill		45	38	+ 1.4	+ 3.5	+ 2.1
Havering	52.7	–0.6	–1.2	40	38	– 5.0	+ 4.3	on target
ILEA	795.2	–9.0	–1.2	658	650	+ 7.2	+281.7	+115.2

Increase in education authority's precept. This does not include: (counties) the local district precept, (metropolitan districts) the county precept, (London boroughs) the GLC and the Metropolitan Police precept.
The volume target does not apply in Wales.

The survey asked authorities how their education budgets compared with their education GREs which have been made public by the Government. The answer was the same as last year: county treasurers do not want to use the service by service figures to build up an overall budget and education officers are not insisting that education GREs should be adhered to.

The rate rises we have published represent the increase in each education authority's precept for 1982–83. If local district councils or metropolitan counties such as the Greater London Council have also planned a rise, then the final bill to householders will be higher than the figures shown here. They do not include supplementary rates raised by Nottinghamshire and Lancashire in the middle of last year.

The metropolitan districts which face elections this May show a marked disinclination to repeat the 30–40 per cent rises which marked last year's survey. Most towns will have one-third of all council seats up for election, but in Birmingham, because of boundary changes, all seats are up for grabs. The city's Labour group fears a clean sweep by the Social Democrats and has made massive cuts to contain the rates and to ensure Government penalties are avoided mid-year.

Several authorities which plan to maintain existing spending with standstill budgets are shifting their priorities because of changed circumstances. Essex, for example, will switch savings from falling rolls into provision for the 16 to 19s. Leeds is re-introducing foreign language assistants by using savings from elsewhere. The four authorities which anticipate a real increase in education spending are Hampshire, Lancashire, Nottinghamshire and Bradford. Their circumstances differ widely.

Hampshire, a Conservative stronghold, is making a 1.4 per cent increase, worth £3.4m in net terms. "Members felt they had already done their bit," said a spokesman referring to cuts in previous years.

Part of the increase will simply cover the loss of income from tuition fees which the Government has halved for advanced further education. Capitation allowances for schools are getting an additional £400,000 and £1.9m is being set aside for the needs of the 16 to 19s.

Job cuts are not in line with falling rolls: pupil teacher ratios will improve slightly. And in spite of the increased spending, the county will be within one Government guideline, its total GRE.

In Lancashire, where Labour had a sweeping victory last May, an extra £200,000 is being directed into capitation allowances and an extra £850,000 goes towards the maintenance and repair of buildings.

There will be additional funds for ancillary assistants, youth workers, curriculum development officers, careers staff, courses for adults and special education.

The previous Tory council planned 539 fewer teachers and 428 of these were achieved. This year 328 jobs could go in line with falling rolls but 200 are being protected. Althogether 128 posts are expected to disappear. The 1.1 per cent increase in education spending leaves Lancashire within a hair's breadth of its total GRE.

Nottinghamshire will have 5,000 fewer children in its schools in 1982–83 but existing teachers' jobs are being maintained. The county pioneered curriculum-led staffing several years ago. Other growth includes a substantial increase in capitation, improvements in the library service, more ancillary help in special schools, and course development for the 16 to 19s. By implementing these policies Nottinghamshire has overshot both Government spending targets.

The city of Bradford is adding an extra 10 per cent to capitation allowances and has a £46,000 fund for schools with special needs. There is an extra £100,000 for replacing furniture, £165,000 for equipment and £300,000 for computers, extra help for special schools, further education awards and ancillary staff.

Most important is an injection of £2.275m into repairs and maintenance of buildings. The city has many pre-1900 schools, some of which have been described as "shanty town schools" in the past year. One school was closed down last summer because dry rot made the roof dangerous.

Bradford's Labour group has a majority of three on the city council – a position it won from the Tories two years ago. It intends that the 2.2 per cent increase in education will be a vote-winner in May although the council has bust both Government targets by increasing spending.

In the survey conducted last year 5,500 teachers' jobs were planned to be cut; 14 out of the 21 authorities stuck to their plans and altogether 4,704 job cuts were achieved. One-third of the councils fell short for several reasons. Cheshire, for example, restored 60 posts after a hung council was elected last May; Sheffield introduced 25 new teachers for the 16 to 19s last autumn which reduced its planned cut of 121; Nottinghamshire's new Labour council restored 145 jobs which the Conservatives had intended to axe.

In spite of the shortfall, the reductions of 4,704 jobs roughly fulfills the Government's requirements. The 21 councils in the sample employ about 35 per cent of the nation's teaching force; between 1980–81 and 1981–82 Whitehall wanted about 11,000 jobs cut in England and 800 jobs cut in Wales. 4,704 represents more than 35 per cent of that total.

However the picture is different for the coming financial year. The White Paper envisaged a drop of 13,000. This week the Department of Education revealed that nationally the starting figure is 2,000 up, so 15,000 jobs must go. The projected cut we found of 3,568 jobs is less than 35 per cent of that total.

Policies for curriculum-led staffing are on the increase. Cheshire and Leeds made special mention of this.

In Leeds there will be 4,000 fewer pupils by September 1983 and 225 teachers' jobs could have gone. But the curriculum is being protected and only 70 jobs are disappearing – a figure which will easily be [illegible] natural wastage.

Eleven authorities are [illegible] for falling rolls; eight are [illegible] back in line with the drop [illegible] numbers and three are [illegible] Herefordshire, Birmingham, Manchester – will worsen the [illegible] teacher ratios right across the [illegible]

Youth unemployment is [illegible] ding more resources in several [illegible] Kent county council has set [illegible] £1m for unemployment [illegible] education department will [illegible] at least half of that. Hamp[illegible] injecting an extra £1.9m for [illegible] group and Essex, £1.15m; [illegible] tinghamshire £100,000 will [illegible] develop more courses [illegible] education and in Bradford [illegible] goes into discretionary [illegible] youngsters who would not [illegible] have stayed on. The Inner [illegible] Education Authority has [illegible] sion for youth a new priority.

Unemployment has also [illegible] creased pressure on the provi[illegible] free school meals and clothing [illegible] Birmingham, which is making [illegible] in some areas, has seventeen [illegible] special provision to cover no[illegible] meals, as has Gwent.

School meal prices are [illegible] Manchester (40 to 45p), [illegible] to 62p), Staffordshire (48 to [illegible] in Hertfordshire (60 to 63p [illegible] secondary).

Several authorities are [illegible] negotiating the contracts [illegible] meals staff and cleaners [illegible] tends to save £2m on the [illegible] vice by introducing mo[illegible] ence foods and by banning [illegible] pay holiday retainer for [illegible]

The harsh winter has [illegible] state of many school buil[illegible] ford, with its "shanty town" [illegible] budgetting £2.275m for re[illegible] maintenance; in Lancashire [illegible] ty architect said £25m was [illegible] needed for schools this [illegible] final budget was allowed [illegible] £850,000 plus inflation [illegible] last year's allowance of £1.[illegible]

Capitation is being increased beyond inflation by one-third of a sample, which reflects growing concern about the state of books and supplies in schools. Cheshire is injecting an extra £138,000; Hampshire £400,000 and Lancashire £200,000. Much of this is to restore previous cutbacks. In Mid-Glamorgan a 15 per cent cut imposed last year has been partly restored by a 12.5 per cent increase plus inflation.

Birmingham is the only authority to make a real cut in the value of capitation allowances; there is a 5 per cent reduction in addition to no inflation proofing. In Liverpool £700,000 which went unspent last year.

As the HMI report suggests, there are changes emerging in the way capitation is allocated. Birmingham and Enfield will retain 15 per cent of capitation prove they need to replace large pieces of equipment. In Manchester, where the running costs of telephones and minibuses were not met in full centrally, only a proportion will be covered from now on and the rest must be met somehow by individual schools.

In Sheffield, where capitation is kept 1 per cent ahead of the Retail Price Index for the past five years, there is a special new fund for computers and other new equipment.

In response to the 1981 Education Act, extra money is being spent on special education in England. Lancashire and Nottinghamshire, Sheffield an extra £1m is being [illegible]

Additional research by Lois [illegible]

Parent gets suspended jail term for assault

The parent who assaulted primary schoolteacher Suzanne Puttock was last week given a two month suspended jail term.

Magistrate Mr. Tobias Springer, who was the third to be involved in the case, said he wanted to demonstrate that assaults on teachers were not acceptable.

Miss Puttock's case had brought protests because of remarks allegedly made by magistrate Mr David Pingleton.

He was reported to have said the case was a waste of public funds because attacks on teachers were an occupational hazard.

An inquiry by the Lord Chancellor's office later found the report to be "inaccurate".

Mr Springer told Highbury Corner Court in North London: "Where a schoolteacher exercises the profession and has been assaulted in front of a class by a parent, irate or not, who believed or not that her child had been struck, it must be demonstrated that this conduct is just not acceptable."

Mr Springer added, however, that so far as he could see the parent in question, Mrs Cyrille Alcendor, of Stoke Newington, had looked after her four children well.

An earlier suspended sentence of one month was brought into effect to run consecutively making a total of three months suspended for two years.

● A Crown Court Recorder said last week that teachers deserved protection from violent attacks.

Mr Recorder Clive Taylor, [illegible] sentenced unemployed lorry driver Charles Bunten, 32, of Severn Drive, Huntingdon, to one month's imprisonment, suspended for a year, at Northampton after he had admitted two charges of assault.

Mr Simeon Maskrey, prosecuting, said Bunton kneed a primary school master and threw another [illegible] against a radiator after his daughter had been sent home following a dispute over a playground fall.

9 TIMES EDUCATIONAL SUPPLEMENT 9.4.82

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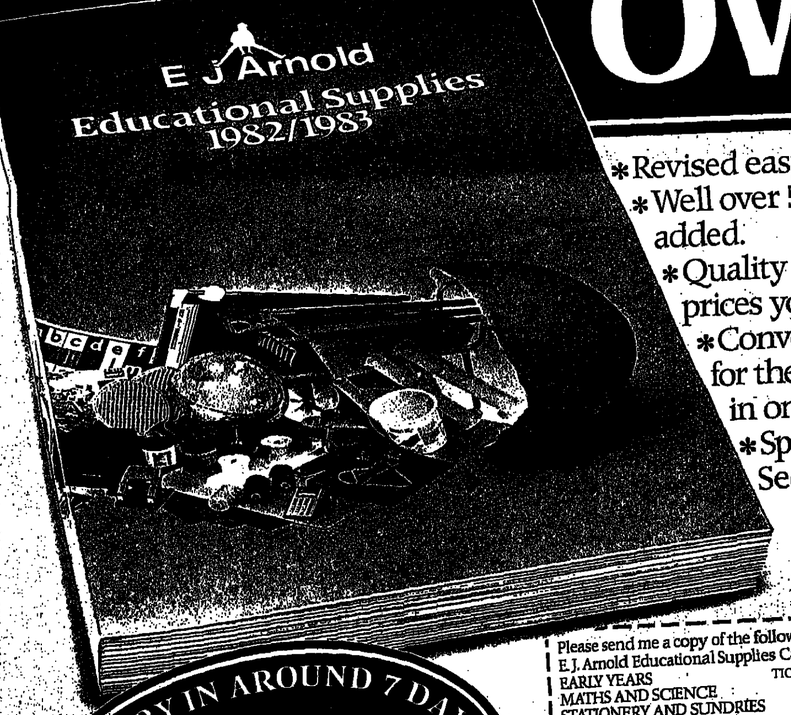

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School to work

Edited by Mark Jackson

Off the job: exit Sir Richard, the man who tried to stand firm

Available from Easter: senior executive specializing in industrial relations. Has outstanding record in production, industrial relations, and general management at board level in some of Britain's largest manufacturing companies, and, latterly, in the public sector.

Ex-public school and Oxbridge, with a distinguished war record (served as personal assistant to late Field Marshal Montgomery) Unique personal contacts in CBI, TUC, Whitehall, education, the EEC, and the voluntary agencies.

A young-looking 62, he is relinquishing his present post as executive chairman of a £1,500m-a-year undertaking following differences with its parent body over corporate strategy and priorities.

For about a week after they told Sir Richard O'Brien they did not want him any more he was in shock; and so were a lot of people on both sides of industry and in the education service.

Now, as he serves out his last few days as chairman of the Manpower Services Commission, he is his own brisk self again, although he does not yet know whether there is a new and worthwhile job around the corner or whether he is going to join the wasted ranks of unemployed whom he has championed and worked to help.

Sir Richard still makes no secret of the fact that he wanted to stay on for at least another year after two three-year terms as chairman and that he cannot think of much else that would be as absorbing or important to do.

And whatever else he does now he is robbed of the chance of crowning his career with one particular historic achievement – presiding over the introduction of proper vocational preparation and training for all young people. The question is whether it will go ahead without him.

On Wednesday of this week the task group from both sides of industry, education, and the youth organizations which is trying to agree on proposals for such a scheme, held their final scheduled meeting – though not necessarily the last which will actually take place – to try to resolve their remaining limited, but intractable, differences.

On the same day, at a farewell presentation, Sir Richard's staff gave him the original of a newspaper cartoon which appeared the day after the Employment Secretary announced that he was to be replaced as chairman.

It shows a dark-suited figure, the cartoonist's vision of Sir Richard, slipping away from Whitehall on a bike.

More appropriate perhaps, might be to bring out again *Punch*'s ever-green "Dropping the Pilot", which depicted the Kaiser getting rid of Bismarck just as he was sailing towards the storm clouds of international conflict. Sir Richard may not be much like the Iron Chancellor, but he is a man you would want aboard if you are trying to steer round the threat of industrial conflict.

Nobody seriously believed Mr Norman Tebbit's explanation a few days ago that he is bringing in a younger man because Sir Richard is getting too long in the tooth for an increasingly demanding job. Least of all the subordinates whom he regularly beats at squash, keeps working with him until mid evening, and who have to prepare press handouts on the 200 or so speeches he has been making, often in far corners of the kingdom, in the course of each year.

What seems to have happened is that Sir Richard's criticisms of some aspects of Government manpower policy – or its lack – his statements of concern about the plight of the unemployed, and his insistence on publicizing facts, such as forecasts of future unemployment more pessimistic than Whitehall wants to admit, have built up the impression in some Government quarters that he is too much of a do-gooder. And, worse still to the Tebbit ministers, if not to their more sophisticated predecessors, Sir Richard seems to be soft on anyone to think he believes in soft options.

Ironically, these criticisms have arisen from his very success in implementing principles which are axiomatic among modern captains of industry: get the facts clear, and then obtain equally clear agreement on a practical course of action.

How to implement them was learned by the young Richard from a master of the art of leadership and motivation – the victorious Bernard Montgomery, the field marshal whom he served for a year as personal assistant at the end of the war – in which, incidentally, he had won two MCs and a DSO.

In 1976, after a brilliant industrial career which included running labour relations for British Leyland's predecessor, BMC, and a short spell in Whitehall, he was nominated by the CBI for the commission job. His first task was to restyle the organisation, bringing in the key apparatus of modern big business management – corporate planning for closely defined objectives, monitored through comprehensive management information in a way novel to the Civil Service.

But the objectives he set were a world away from the profit goals of commercial enterprises; and the most ambitious of them were nothing less than the fundamental reform of the British training system and the extension of a new kind of education, the work-based vocational preparation of the over-16s.

It was Sir Richard who saw that the mass youth unemployment of the late seventies – and the collapse of an apprenticeship scheme which had always depended on private employers feeling optimistic about the immediate future – would weaken the seemingly impregnable barriers to change. He got the unions and Government to agree to the Youth Opportunities Programme despite fears, justified at least in part, that it would be used as cheap labour; and then he got the employers to agree that it should become the basis for a real vocational preparation programme in which they, for the first time, accepted some general responsibility for helping the young to develop.

A senior trade union official told *The TES* this week: "Nobody can quite explain just how he got us all this far. All I know is that time and again he got us back to the conference table when we thought we'd walked out for good. I'm sure the same goes for the other side.

"The point is that everyone trusts Richard. He does mean what he says, and he quite obviously cares about people. I wouldn't know whether he's a socialist, but he's a Christian in my book."

If Whitehall detractors are right, in fact, in suspecting that Sir Richard has some secret objectives, but it is not easy getting him to admit that. He says that he believes that in real, with unemployment intelligently and humanely if necessary to achieve a really efficient economy which does not waste resources. And enabling the young to realize their full potential as citizens and workers is desirable for the same reason.

"Well yes", he says, after that you could say that I do have some Christian social purposes in mind in pursuing these objectives. But please put that last. I don't want the unions

Richard Garner assesses the flamboyant career of the NAS/UWT's retiring general secretary

Captain Casey hands over the helm

An era comes to an end for the National Association of Schoolmasters/Union of Women Teachers at its annual conference in Blackpool next week.

Mr Terry Casey, general secretary for nearly 20 years, will be stepping down after a period in which the union has grown substantially: it now speaks for about 120,000 teachers.

It is perhaps ironic that a man who has established a reputation – both for himself and for his union – as a strong believer in firm discipline should be leaving the limelight at a time when one of the most important issues at the annual conference will be the likely phasing out of that other bastion of discipline – the cane – from Britain's schools.

However, Mr Casey has been saying since the European Court of Human Rights backed two Scottish mothers who were opposed to corporal punishment being inflicted on their children, that he sees some logic in the judgment.

The judgment is likely to mean – at the very least – that parents who express their opposition to corporal punishment will be able to ensure that their offspring are not subjected to it at school.

Mr Casey has said that he considers it to be a logical ruling – an extension of parental rights – but that it will lead to a situation where one pupil may receive two strokes of the cane for an indiscretion whereas another may be suspended from school for a week.

Terry Casey will not disappear from the education scene just yet: for the next year he and his successor, Mr Fred Smithies, the deputy general secretary, whose appointment as number one in the union hierarchy is expected to be confirmed next week, will work in tandem.

Mr Casey has led the NAS/UWT in flamboyant style during the past 20 years – never shirking from the headlines and always ready to put the union's viewpoint firmly forward.

During his spell at the helm, the union has joined the TUC – it became the first teachers' union to take that step, a move which was swiftly followed by the National Union of Teachers. In addition, it has amalgamated with the Union of Women Teachers and boosted its representation on the Burnham committee to seven.

His forthrightness has led to controversy – once for disclosing details of a Burnham committee meeting in the gentlemen's when an agreed statement was out to the waiting media and questions were elaborated upon.

He was born the seventh of children to an East London family 1920 and brought up in the Roman Catholic faith, which he has stuck to this day.

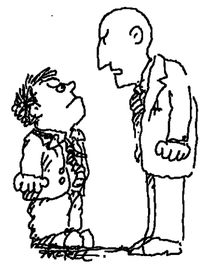
He is also a member of the Labour party – although a critic its left-wing which, he says, does not consider him to be a true socialist.

This year's conference will be reflecting upon the industrial actions taken by teachers in support their pay claim earlier this year. Mr Casey is glad that his last year at the helm has shown teachers they can wield some influence and resort to such action over their claim.

However, the conference will note the number of local education authorities which – in the union's opinion – have taken anti-pupil action and sought to claim "voluntary" duties, such as lunch-time supervision, form part of a teacher's contract.

As an added item of interest, the NAS/UWT will be welcoming Sir Keith Joseph, the Education Secretary, to their conference next Tuesday and – in the tradition of the union – are likely to give him a polite hearing even if they do not wholeheartedly agree with what he has to say.

The NUT decided to withdraw its invitation to the Secretary of State at the beginning of the pay dispute last year.



"As far as you're concerned Daley, there was never any good will to withdraw"

Social workers told to seek closer links with teachers

By Diane Spencer

Teachers and social workers must work together for the sake of children in local authority care, a head teacher told the annual conference of the British Association of Social Workers in Bath last week.

Mr John Hoare, head of Maiden Beech middle school, Crewekerne, Somerset, told a fringe meeting that social workers tended to put parents' interests first.

It was hard for social workers to discover a child's real feelings as children often told adults what they thought grown ups wanted to hear.

But teachers could often spot the truth by observing the child at school with its classmates. A great deal could be revealed in the child's writing – although social workers might dismiss this as nonsense.

Mr Hoare wanted to see children either with their natural parents or adopted; they should be out of care as soon as possible. "A corporate management bureaucracy is no adequate substitute," he said.

Mrs Gwen James, organizer of the charity, A Voice for the Child in Care, said there were far too many children in care. Families often needed a short period of intense help with their children being taken into care.

After that the family could be reunited. But far too often the child was sent away until he was 18 just because he was found to have a bad bruise.

Mr Arthur Bottle, a social worker from Kent, said it was the same with truancy. "It's as if the magic of a care order will get them to school – it's a load of rubbish."

Earlier in the main conference, delegates heard Bill Jordan, lecturer in social work at Exeter University, say that social service departments were arming themselves with legal powers to make unilateral decisions on care orders instead of working with parents to plan the future of their children.

"The notion that parents and the state are partners in the responsibility of providing the best possible upbringing for the child, the idea of supplementary parental care, often on a long-term basis, goes out of the window," he said.

This change had largely come about because of the scandals since the Maria Colwell case – which emphasized the need for accurate information, clear decision making and informed legal advice, he said. The new procedures shifted social work away from "paternalistic woolliness towards a sharper decisiveness." But consultation with clients was not given high priority.

Parents 'backed rebel pupils'

by Sandra Hempel

A Hampshire head has accused parents of encouraging two outbreaks of disruption at his school which led to 27 pupils being suspended.

The lunch-time sit-ins and demonstrations happened at Fernhill secondary school in Farnborough while teachers were refusing to supervise meals as part of their pay claim action.

The pupils wanted to go over to the Continental day arrangement adopted by other schools in the area.

In a letter to parents the head, Mr Geoffrey Green, wrote: "A disturbing and intimidating feature of the activity outside the school gate was the presence, and apparently active support, of three or four mothers of pupils in the school".

"It is by no means certain that they were not orchestrating the whole affair after first being active in its organization. I cannot believe that their motives were other than entirely mischievous".

Mr Green said later that he had heard so many wild rumours about what had happened at the school that he had decided to write to parents and explain what had actually occurred.

At least 20 parents had since called at the school or telephoned to express their support, Mr Green said.

Union nam its new president

Eric Powell

Mr Eric Powell, headmaster Llanedoyrn junior school in wood, near Cardiff, Incoming president for

Mr Powell comes from a NAS/UWT family – his Howard, is president of the South Glamorgan association.

Eric Powell has been in the front of union activity during past few weeks as a result of Glamorgan County Council's decision to order the schools to open during the half-term holiday in order to make up time lost due the bad weather earlier this year.

He is the NAS/UWT member for the area, and he come of this particular dispute has yet known since the authority decided to dock NAS/UWT four days' pay for staying out during half-term.

Within a few years of becoming active in the old National Association of Schoolmasters, Mr Powell became the executive member for area and soon became vice-chairman of the union's salaries committee.

However, he then spent a years in the wilderness because brother says in the union's magazine "apparently it wasn't fashionable that time to make it public that actually agreed that the UWT join with the NAS".

States/Peter David

Trojan horse of new federalism

SHINGTON: Two months after ling its plan to devolve more ional responsibilities from ington to individual states, the n Administration has won few orters for the educational com- nt of the 'new federalism'.

February, the President nced that he would honour his gn pledge to dismantle the rtment of Education set up two earlier by Jimmy Carter and ce it with a smaller foundation ucation assistance. He said many al programmes would be con- ted into block grants and ed over to the states.

the announcement of this new alism coincided with the Ad- ration's proposals for sweeping the education budget for 1983. education officials have joined r unions in describing the de- on proposals as a Trojan horse gh which education could be ered by a parsimonious governn-

ong the most concerned groups e Council of the Great City ols, a coalition of urban area ation officials who believe the ty schools will suffer disproo- ately from a reduction in feder- vernment support for education. a study of the impact of the on urban areas, the coalition that schools in the big cities nd on the federal government early 16 per cent of their in- – twice as much as the national ge. It estimates that the 28 t urban school districts will lose million in federal funds in the ing school year.

The cumulative effect of the £167 million lost to the city schools will be to put the jobs of approximately 12,000 people in jeopardy and to curtail or eliminate services to about 235,000 inner-city youngsters", says the council.

"The elimination of that many positions in the schools is sufficient to raise the rate of unemployment in the cities an average of one tenth of a percentage point."

Groups representing racial minorities also believe that the new federalism will result in an unfair burden. According to the national Black Child Development Institute, it is mainly the earmarked federal funds for disadvantaged students which have enabled black children to increase their educational attainments.

"In a single stroke, the Administration has declared that the federal government, the collective voice of all Americans, should not strive to create and ensure a minimum standard of well-being for all Americans who lack the opportunities most citizens take for granted," says the institute.

The National Education Association and the American Federation of Teachers, the country's biggest teaching unions, have vowed to use all their considerable political influence to preserve a strong federal role in school financing.

Mr Terry Herndon, executive director of the NEA, told the Senate's Governmental Affairs Committee last month that the new federalism, sweeping spending cuts and the abolition of the Department of Education were part of a thinly-disguised strategy to eliminate the entire federal role in education.

He went on: "The NEA maintains that the Government of our United States has three complementary objectives in education: to assure equal educational opportunity, to enhance the quality of education in our nation, and to provide general financial assistance to our state and local governments. The pursuit of each is essential if children in the diverse regions of our country are to receive the education which helps them contribute to our country."

The new federalism was likely to become a "fiscal nightmare" for under-financed state governments unable to absorb the withdrawal of federal support from programmes to help the educationally disadvantaged and the handicapped, he said. Education funding, once consolidated into the proposed block grants, could be diverted to paving roads or meeting other short-term needs.

The fervent opposition of the teacher unions could become a real problem for President Reagan's Congressional allies in this election year. The NEA and AFT are among the biggest sources of financial contributions to Congressional candidates through their respective political action committees.

In 1979, for example, the NEA contributed nearly £550,000 to the campaign funds of its favourite electoral contenders.

The 1.7 million member-NEA is particularly firmly committed to saving the newly-created Department of Education. In 1976 the union broke with tradition by endorsing President Carter's candidature when he promised to create the department.

Australia Bill Purvis

Sixth-formers start a cycle in fundraising

SYDNEY: A Perth high school is about to become a vast money-earner after pupils there helped develop a new world-beating bicycle. Wanneroo Senior High is to receive a royalty of $A1 (about 60p) for every bicycle sold, and orders have already been secured for more than a million bikes.

Wanneroo's involvement started about a year ago when a Perth businessman, Mr Graham Hunt, approached the school for help.

Mr Hunt, who has three children at the school, wanted the aid of sixth form students to build prototypes of his new BMX (off-road racing) design.

With the agreement of the Education Department, 40 pupils in the School's metalwork department set to work on the blueprints. They eventually produced a unique BMX bike with front and rear wheel suspension.

"That means it gives better traction and a better ride," Mr Hunt said. "The front wheels take all the shocks when you hit down hard.

"We've got it fully patented around the world and there is nothing else like it."

A factory has been built in Hebei province and the first of the bikes will roll off the production line in September.

The Joint Venture Company has secured worldwide orders for more than a million of the machines, and Mr Hunt hopes to sell 15 million in the next few years.

The West Australian Department of Education says not a cent of the royalties earned will come under state government control. A special trust is to be set up which can be drawn on for the special needs of the school.

Mr Glynn Watkins, Wanneroo's headmaster, said it was astounding. "At last we can forget about baking cakes to raise funds. And I can tell you I've eaten a few thousand of those in my day to further the cause of education."

Minister 'expels' hamburgers

SYDNEY: New South Wales schools have been ordered not to accept free hamburger vouchers from the McDonald's food chain.

The Education Minister, Mr R. J. Mulock, has told schools to terminate any agreements they had to obtain free hamburgers for pupils.

The ban comes after the disclosure that McDonald's had distributed special "report cards" to schools, offering a free cheeseburger as a reward for good performances in the classroom.

The managing director of McDonald's Australia, Mr Peter Ritchie, said: "We suffer from a general anti-American attitude in Australia that is quite unreasonable. We suffer also from people who generally knock success." The programme, which involved the giving of free hamburger vouchers to teachers, would be continued.

Denmark/Christopher Follett

Danes tackle unemployment

COPENHAGEN: Mr Svend Auken, the Danish Minister of Labour, has presented before Parliament a new job creation package designed to provide employment or training for 34,000 under-25s this year, with an additional 95,000 extra places to be allocated by 1983-84.

The package includes incentives to town and county councils and firms to create new jobs, improved youth training and work experience schemes, the development of new job opportunities, and better further education programmes in a wide range of skills, studies and industries.

The plan, budgeted to cost 2,000m kroner (£130m) this year and 3,500m kroner (£230m) next year, aims at guaranteeing every school-leaver either a training place or a job from January 1, 1984.

At present there are 80,000 unemployed under-25s in Denmark, where overall unemployment is around 300,000, or approximately 9 per cent of the entire work force. Forty per cent of Danish unemployment affects youth.

Mr Auken's package comes after agreement last month by heads of the 10 member nations of the EEC to give special priority to initiatives to combat youth unemployment.

New Zealand/Lindsay Hayes

Industrial first

WELLINGTON: The country's 18,000 primary school teachers will hold meetings over the next fortnight to discuss their failure to win a salary case for restored differential with secondary school teachers.

The meetings represent the first industrial action taken by the New Zealand Educational Institute in its 99 years.

Ned/Benny Morris

Kosher eyes suffering

JUSALEM: Studying at *Yeshivas* he traditional ultra-orthodox Jew- seminaries – apparently causes ems because the pupils spend days over Talmud pages con- ing texts in different sizes of type- while swaying back and forth in ressionary manner.

his emerges from a study con- ed during the past few years by ent of Jerusalem opthalmologists published in the January issue of rn-ah (Medicine), the journal of Israel Medical Association.

he three researchers found that ty-two per cent of the 167 14–18-year- pils of the Kol Tora Yeshiva hakem suffer from myopia, as ared with 24.6 per cent of a of 187 14–18-year-old pupils of ity's regular Royal High School. doctors also discovered that 13.1 cent of the Yeshiva pupils suffer acute myopia as compared with per cent of the high school group. he two groups, according to the y prepared by doctors David n, director of the Shaare Medical Centre's eye depart- Elhanan Jewab, of the Bikur Hospital, and Yehuda Stoll- of the Hadassah University ical Centre, were comparable in of age, sex (all males), genetic ground (that is came from simi- Jewish ethnic communities), eat- habits and environmental condi- such as lighting during study. he report, explaining the find-

Many more Yeshiva pupils suffer from myopia than do those in regular school

ings, states: "The Yeshiva pupil learns to read and write already at the age of 3 or 4, and he spends 10–15 hours a day without a break reading from religious texts while swaying to and fro.

"The page learned usually contains letters of different sizes – some very large and some miniscule." Both the constant movement of the eyes closer to and away from the page and the changing sizes of the letters mean that the eyes are forced to make continuous and swift efforts of adjustment and "accommodation" the study says.

The researchers point out that high school pupils spend far less time in school (usually six hours a day) on reading, have 10–15 minute breaks between and intersperse hours devoted to texts with hours of sport and other "non-intellectual" activities.

The researchers point out that the 24.6 per cent myopia among Jerusalem High School pupils is comparable with the 25 per cent recently found in the same age group in Sweden, and 26.8 per cent in West Germany. However, myopia is clearly genetically linked, the researchers say, with the incidence rising to 46 per cent among Japanese high school pupils and declining to 1.96 per cent in Liberia.

The researchers also looked at various occupationally-linked studies of myopia, and found that in West Germany, 48 per cent of Catholic priests were found to suffer from it while the incidence among their parents and brothers and sisters was only 10 per cent. In Denmark a study of clerks and office workers found 20.8 per cent incidence of myopia as compared with 12.3 per cent among similarly aged groups. Among Eskimos, a study found that myopia appeared only after children began going to school.

Ned/Donald Fields

Girls outshine boys in comprehensives

AINKI: Girls perform consider- better than boys in all subjects ook, in Finland's comprehensive (which have pupils aged 16. study by the National Board of ation shows that the average mark scored in the final year 981 was 7.68 out of 10 by females only 7.06 by males.

ference, authority, was most marked in religion, Finnish and Swedish languages, music, and domestic science. Scholastic differences are underlined by the fact that girls accounted for a clear majority – 60.3 per cent – of the intake to the senior secondary school (age 16–19). Furthermore, per capita they scooped up 2 per cent more *magnas* and *laudaturs* in the student matriculation examination than boys.

The exhaustive marks analysis also shows the wide gulf on completion of the comprehensive stage between teenagers entering senior schools – 8.26 per cent – and those opting for vocational training – 6.40 per cent. There are regional contrasts, too: in the top class of the senior school the average mark was highest in the provinces of Uusimaa (Great Helsinki) and Vaasa, and lowest in Lapland.

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The centralized system brooks no power sharing with parents

Duncan Graham on reforms planned by the EEC's newest member

Greece smartly changes pace and direction

Education in Greece seldom hits the headlines here, although perhaps now that educationists from other Common Market countries are beginning to visit the schools of its newest member, that could change.

The Greek system is one of extremes, and never more so than now when a socialist government, elected last October, has made education its highest priority and is aiming at fundamental changes on a timescale which makes seasoned administrators from abroad blench behind their ouzo.

The Greek system is ultra-centralized, with the Ministry controlling administration, curriculum, permitted textbooks (one per year per subject, 99 in all), resources, and promotion (which is often unsought). It brooks no power sharing with parents, has no local political/government involvement, and little contact with industry or commerce. It is grossly underfinanced, and a visit to a Greek school would cure anyone afflicted with the belief that quality and resource are only distantly interrelated.

The curriculum is uniform. There are no subject choices (at least until the age of 15), setting, streaming, or remedial classes.

Examination is frequent and tests rote-learning, not critical judgment. The examinations are designed to lead to university entrance – but as only 10 per cent of children enter tertiary education this is a high price for the rest to pay. Uniformity separates youngsters more from each other than a system with choice and ability grading – an ironic paradox obvious to any visitor to Greece.

Formal teacher training is limited to a tiny part of a degree course without teaching practice, and there is no organized in-service training. Teaching methods inevitably are formal and teachers are very much limited to their own experience. Anyone who doubts the value of in-service should talk to a group of Greek teachers - their awareness of their own deficiencies and their desire to improve their teaching is striking and heartening.

All this of course, describes the Greek system before the great divide, October 1981. A new and energetic Education Minister, Mr Lefteris Vervyakis, has, with the full support of his Cabinet colleagues, embarked on a course of wholesale change with a budget increase from 50 million drachmas (£435,000) to 84 million (£730,000) in one year.

Planned changes include:

● Abolishing the entrance examination for the *lycée* (post-15 education), and replacing the Panhellenic examination with a freer system of university entrance (this may affect who goes, but not necessarily increase the number going). University preparation will be confined to the final year of the *lycée* instead of dominating all three years spent there. Universities will be reformed with faculties replacing the multiplicity of individual chairs. There will be fewer in Ancient Greek and more in technology.

● Expansion of technical *lycée* and technical colleges. This will succeed only if the emphasis changes from the theoretical and the general to the practical. In technical schools now there are few facilities for "hands-on" experience, and one can see, for example, lessons on operating a calculator, well taught and lacking only a calculator as a visual aid!

● State supplementary help for the most able and for slow learners. For the most able this is at present provided by *frontisteria* – private cram-schools which emphasize privilege and the advantages of living in an urban area. Soon there will be free state *frontisteria* operating outside regular school hours.

● Liberalization of the curriculum and teaching methodology – with "special programmes", and curriculum development. There will be a huge in-service programme and changes in teacher training. This is quite the most ambitious change in real terms, and will require very careful "selling" to teachers and changing of Ministry attitudes. Just now a change in text-books involves the Minister personally – I had a beautiful mental picture of Sir Keith Joseph deciding to "do" the Vikings instead of the Anglo-Saxons – the analogy is not far-fetched.

● Regional educational councils to share in policy making. For the first time parental involvement will be encouraged and there may be a form of Open University for parents, using television.

● For the first time genuine teacher involvement in policy through their elected union leaders. The Ministry will positively ask for teachers' views – a heady prospect.

● The reduction of bureaucracy, a better promotion system, and "fast-tracking" for young talented teachers in curriculum and administration.

Can all this be accomplished at once – all our developments of 30 years compressed into three? What is the result of changing examination system, curriculum, administration and teacher training in one fell swoop? The political will is strong, but can parents, pupils and teachers cope with change of this immensity at this pace?

These questions are rhetorical but the die is cast and the unfolding saga will be fascinating to observe. I hope that other EEC countries can help and advise (from bitter experience) and that above all, can accept Greek teachers into their schools to learn from successes and failures.

An eminent Greek educationist confided to me the fear that this might just be one of the "10 liberal years" scattered through 150 years of Greek education. I spent some time with the Minister and rather think that something much more significant than that is afoot. With the generosity of the seasoned and calloused administrator I counselled two things – get the priorities right and adjust the pace to people.

He might well have asked me if we'd done that in England with any degree of success, but the Greeks are a charming and a polite race and he contented himself with a solicitous inquiry as to the well-being of the Secretary of State for Education.

Duncan Graham is the chief education officer of Suffolk.

Letters

Job-sharing parallels

Sir, – I found great interest in reading Sarah Bayliss' report "Job Sharing – the case for half-time work" (*TES*, March 19).

It brought back to mind a scheme we started in 1978 "Retire at 60 and return part-time", and it was therefore pleasing to see that many of the conditions in the Sheffield scheme – splitting the day, alternating the weeks and no job above Scale 1 should be shared – were common with the Liverpool scheme. There is one big difference, we attracted only men; about half a dozen in the first year and the last of the volunteers retires next month at 65 years of age. The scheme itself was moribund following early retirement with compensation being offered to teachers from 1979 onwards.

It is also interesting to note that the Sheffield scheme seems to appeal only to women and, for the most part, those serving in primary schools. I wonder whether there is any parallel here with the way things have gone in Liverpool primary schools over the past four or five years, ie, since falling rolls made it impossible for a teacher to get back into this sector after giving up a post? Many married women teachers have asked for part-time posts rather than resign full-time appointments, and since Liverpool primary schools with more than 120 pupils are given a half-time teacher for every 15 additional pupils it has been possible to arrange this for a considerable number of them over the years. I should add, however, that seldom is it possible to match two part-timers for one full-time class vacancy (the ladies seem to want mornings only) and this arrangement is never popular with head teachers of the schools.

KENNETH ANTCLIFFE,
Director of Education,
Liverpool.

Sir, – It was with great interest that I read Sarah Bayliss's recent report on the subject of job-sharing (*TES*, March 19) and I felt I must write to pledge my support. I agree strongly with the principle involved – that available work should be spread among as many people as possible, particularly considering the huge numbers of expensively trained teachers who, for various reasons, cannot commit themselves to full-time employment.

I wonder, if Sheffield's council had written to the unemployed teachers rather than employees about job-sharing, would a greater interest have been shown? It is those teachers who are unemployed and who have little hope of finding suitable positions who are bound to respond positively to the idea of sharing a job. Low status is better than no status.

I myself have young children and do not feel that I could do [illegible] them or to any prospective [illegible] were to take on a full-time [illegible] completion of my training [illegible] mer, even supposing I [illegible] one. Job-sharing however, [illegible] give me the time to plan [illegible] fully and to commit myself [illegible] family and school in a way [illegible] would be otherwise impossible.

Your report adequately [illegible] the reasons why job-sharing [illegible] from the school's point of view [illegible] should just like to add that [illegible] job-sharers one would be [illegible] likely to come across any [illegible] apathy and sheer fatigue [illegible] with over-commitment. The [illegible] benefits of a fresh teacher [illegible] vious?

I realize the probable fate [illegible] my efforts to find a shared [illegible] teaching, particularly in view [illegible] trades unions' unfortunate [illegible] towards part-time workers. [illegible] NUT realize just how many [illegible] tions for part-time vacancies [illegible] ceived by schools in this [illegible] Berkshire alone? I am [illegible] wonder if their attitude [illegible] little chauvinistic, in that it [illegible] the women who seem to [illegible] half-time work and rarely [illegible]

JUNE SIMPSON,
19 Perryhill Drive,
Little Sandhurst,
Camberley,
Surrey.

Doctrine matters

Sir, – Far be it from a "western Protestant liberal Individualist" to borrow one of Dr Runcie's categories - (*TES*, March 26) – to argue with him on doctrinal matters, but may I at least challenge him on an educational issue?

The particular minority groups which he chooses to single out – Sikhs, Pakistanis, West Indians and Cypriots – are not members of "immigrant communities". Nor is even the Archbishop of Canterbury a member of what he anachronistically refers to as the "host community". Both he and they are members of a single community.

The preparation of *all* pupils for life in that community is one of the main functions of education. Christianity, therefore, should not be the main perspective studied within religious education, but only one of several perspectives. This is as true of all-white, rural schools as it is of schools situated in "urban enclaves".

Terms such as "multi-cultural" and "plural" when applied to education are not, as Dr Runcie suggests, "the newspeak of a section of the intelligentsia". Rather, they denote the urge towards a more open and just society – an urge which, in spite of Dr Runcie's strictures, I still believe to be at the heart of the Christian gospel.

JON NIXON,
Senior Lecturer in Education,
Middlesex Polytechnic

Sir, – So at last Dr Runcie proclaims that Christianity cannot merely be placed alongside other religions (*TES*, March 26). It has been a long time since a leading and influential churchman has been bold enough to disperse with ecumenical liberalism and the flurry to curry favour with ethnic religious minorities, and state that Christianity is true and is unique.

Dr Runcie's stand is of great significance for educators, particularly those concerned with religious education.

If Jesus Christ was the truth about God then the current winds of syncretism, of all inclusivism, of accommodation to world faiths, are ill winds to do us no good. A society depends for its stability and structure upon a consensus, recognition of truth and living by the truth.

Education shapes the future society and therefore education based on truth is an education well given and well learnt!

Dr Runcie is right - Christianity should be the main perspective studied by most pupils – I would say all pupils.

This doesn't eradicate the teaching of comparative religion – but it does give to all pupils a very exact idea of priorities and above all of truth.

Congratulations to Dr Runcie. I wonder – how many churchmen will stand beside him or will hide their light under a bushel for fear of offence.

Maybe the offence of the Christ on the cross may shake some to stand up and proclaim the Christ together in education.

MICHAEL HERTING,
Head of RE,
Greenway School,
Uxbridge, Middx.

In the foothills

Sir, – In referring to the *DES*, one's thoughts instinctively turn to clichés. But, having just read the impatiently awaited DES paper on 16-plus, "*montes parturient* . . ." seems singularly inappropriate. There's no one at the department who looks more than an educational foothill and what has been produced would shame any nest of mice.

After an almost interminable period of gestation there is not a single DES idea in the document. Everything in it has been derived from the contributions of the various interests, exam boards, Schools Council, teachers' organizations etc. Not even the ending is new or unexpected. The DES plodders have unsurprisingly been unable to shake Sir Keith from his antipathy to the new exam which some of us always suspected might be the exam that never was.

Naturally we are given no clue as to what criteria, the criteria-makers have to meet to satisfy the whims of the mandarins and politicians. It's business as usual at Elizabeth House. But I wonder on whose face this Easter egg will land in the end.

MAX MORRIS,
Coolhurst Road,
London.

Theme of concern

Sir, – I feel I must object to part of Leila Berg's article on books for the multiracial secondary school where reference is made to "the anti-semitism that runs through literature, including the most influential and most racist of all, the New Testament" (March 26). I just fail to see how judgment could be made [illegible] written in the main by Jews describing in large part the [illegible] eighth of a first century [illegible] teacher. The book is read by [illegible] Christians, Sikhs, and many [illegible] bers of other religions. A [illegible] Jewish scholars find it a fruitful [illegible] area of study. Its teaching [illegible] Christians like Maximilian Kolbe [illegible] Auschwitz and Maria Skobtsova [illegible] Ravensbruck to work with and [illegible] their lives alongside Jews.

My family has friends among [illegible] Christians, Sikhs, and members [illegible] other religions, and there are [illegible] barriers. If read carefully the [illegible] texts have a lot to say in [illegible] about love and respect for [illegible] another. This theme of concern [illegible] respect for one another is essential [illegible] the New Testament and to say [illegible] the book is anti-semitic cannot be [illegible] supported and unhelpful for [illegible] a common religious quest.

RICHARD BAINBRIDGE,
Education Department,
Oxford Polytechnic.

Needs must

Sir, – Mr Hilder (Letters "Will the Teachers", March 26) appears to believe that schools ought to be reorganized to meet the needs of teachers; shouldn't priority go to the needs of the pupils?

FRED JANES,
Principal, Yeovil College.

Cross-curricular

Sir, – The National Congress on Languages in Education has set up a working party to follow and encourage the development of cross-curricular programmes for the teaching and learning of language awareness in pupils particularly but not exclusively in secondary schools. We should be glad to hear from any school teachers planning such programmes, especially if they involve pupils at several stages and cooperation between teachers of English and modern languages, and also if possible of other subjects.

J. L. M. TRIM,
Chairman, Working Party on Language Awareness,
20 Carlton House Terrace,
London, SW1Y 5AP.

Lunchtime blues feedback

Sir, – Congratulations to Michael Marland for exposing the reality of lunch-time aggravation in schools (*TES*, March 26). His article explained why I and no doubt many other teachers feel unwilling to opt out of lunch-time supervision even during the recent teachers' dispute. Many of us feel that professionally we cannot walk out and leave pupils unsupervised at lunch-time. The problem is more acute in large schools serving a wide catchment area in which it is impossible for the pupils to go home for lunch.

The problems outlined by Michael Marland further contribute to the decrease in volunteers over recent years willing to hold the "thin blue line" at lunch-time. Can we really blame them, when the alternative is a quiet relaxing hour in the staff room? The change in social climate, educational cutbacks and the increased pressure on teachers make a review of the 1968 dinner-break agreement very urgent indeed. Unions and l.e.a.s must re-examine this problem and either agree to provide an adequate number of trained supervisors or pay an extraneous allowance for those willing to undertake these onerous duties. Recent court cases have shown that the present arrangement is at best well-intentioned and at worst totally inadequate.

ROY COOKE,
Head of Science,
St Thomas Aquinas RC School,
Birmingham.

Sir, – I read with interest Michael Marland's analysis of the problems raised by the teacherless break, (*TES*, March 26), but I look in vain for any positive recommendation, and I beg your leave to offer one.

If the community places a value on the custodial role of teachers during the lunch break, it is not beyond the wit of man to devise a system whereby such provision should be properly staffed. This would imply a marginal enhancement of the staffing ratio, and a guarantee of compensating time off during the last lesson of the morning session or the first in the afternoon.

Failing this schools should seriously consider working an extended morning with two short breaks, as in Germany, avoiding altogether the difficulties of afternoon restlessness. That would at least stress the primacy of their educational function.

The alternative is the present muddle, which is hardly in the best interests of pupils, teachers or the community.

J. E. RATCLIFFE,
318 Bolton Road,
Hawkshaw,
Bury,
Lancs.

Sir, – Presumably the first sentence in the second paragraph of Michael Marland's page 2 article (*TES*, March 26) was cut short by some careless printer. Whining about the inconvenience he must suffer by the refusal of teachers to supervise school meals, he says: "Some schools can work double sessions and neatly snip out the whole midday problem by simply abolishing the break." The sentence should have continued "thereby passing on the problem to the mothers, if they are not out at work, or even if they are."

ROGER CLEEVE,
18 Hartington Villas,
Hove,
East Sussex.

Sir, – "Teachers rule their schools by consent of the students."

Consent must have something to do with respect. If you lose the community's respect, then you have lost the power to influence and thence the power to control because nobody will listen to you. What an atrocious example we are setting our young people. Negotiation by confrontation should not be allowed to exist within our profession otherwise the whole structure will fall about our ears.

The only people being inconvenienced by the present action are the schools and their surrounding communities. This harm will last a long time.

Teachers are already finding a new found freedom at lunch-times; parents are withdrawing their voluntary help in a number of areas; children are demonstrating and walking out; their attitude in lessons is being affected by press publicity and parental attitudes.

I can understand the pique felt by my colleagues. We do not expect to be treated as inferior beings and certainly do not see ourselves as ignominious beings.

Come on Burnham – give respect where respect *is due*: we realize that part of your task is to save the ratepayers money.

Come on teachers – you still care! Believe in yourselves – have confidence in going to the electorate in a more reasonable and professional way – use your PTA. Trust your parents and take them into real partnership – you both care about the same things! You don't really believe in what you are doing at the moment.

Come on unions – stop playing at power politics when you don't have the power. We pay you enough to expect a little more imagination from your leadership. When you manage to create a *professional* body, which can monitor and negotiate for standards and conditions throughout the education service then perhaps you will gain for us the status we think we ought to have.

R. HINTON,
Youth Tutor,
(NAS member),
Frome College,
Bath Road,
Frome,
Somerset.

Pregnancy plight

Sir, – Professor Russell, (*TES*, March 5) who writes about "the plight of pregnant girls", dismissed home tuition as expensive, educationally limited and isolating and suggests that it often degenerates into "undisciplined" television and radio sessions. Is this really true in Newcastle upon Tyne? We don't think it is in the Inner London Education Authority.

All ILEA home tutors are qualified and experienced teachers. Our colleagues in schools would rightly expect us to be able to devise a varied and relevant individual programme of work! We have local centres, where we obtain teaching materials and help from the teacher in charge and contact other tutors. Local schools – generally but not always the girl's own – are another source of help. Our girls continue to work for public examinations. Our centre is a CSE examination centre. Many girls continue their studies at FE.

In Hackney, pregnant girls and young mothers are encouraged to meet and make friends by working at the home tuition centre for some of their lessons. There is also a weekly counselling session with our health visitor.

A home tutor, often with young children of his/her own, can be a useful friend as well as teacher to a schoolgirl mother. And is home tuition expensive? We would be interested to know the basis for this judgment, as we believe it to be an economical and effective way of continuing the education of pregnant girls.

JUDY SCHNEIDER and others,
Home Tuition Centre (Hackney),
St Mary's Hall,
Whiston Road,
London E2

Sir, – As teachers in one of the very few fully academic units for pregnant schoolgirls, we would like to comment on Professor James Russell's article "A Way out of School?" (*TES*, March 5).

In our experience parental concern about concealing a young daughter's pregnancy from relatives, friends and neighbours seldom results in the girl moving out of the district. Historically, a pregnant girl who left home to have her baby returned without it and, hopefully, no one was any the wiser. Nowadays abortion has, to some extent, taken the place of adoption. Given this fact, most parents realize that there is little point in sending their daughter away.

Having said this, Professor Russell's assessment of the attitudes of some teachers towards pregnant schoolgirls correlates well with our findings. Many teachers can, and do, use their position to "punish" a pregnant girl by refusing her: a) admittance to school, and b) the opportunity to sit examinations.

The "less than enthusiastic" veneer displayed by some schools is symptomatic of a negative and destructive core which seems to rise from the teacher's own fears, insecurities and prejudices.

The real young offender, the vandal and mugger, is not penalized in this manner. On the contrary, her rehabilitation is recognized as being substantially helped by the provision of educational opportunities. The teacher can still regard her as a child, indeed a naughty child, but it is difficult to accuse a pregnant girl of having acted childishly and, hence, difficult to relate to her and supress her as a child.

The pregnant girl's condition *must* not be regarded as a physical, mental or educational handicap. However, a mainstream school, with its rigid hours, inflexible timetables, rules and regulations is not the place for her. Home tuition is a poor answer, since this girl's worst enemy is isolation.

The answer lies in units similar to the one in which we teach. Here, all the pupils are pregnant and can, therefore, relax sufficiently to continue their education, sometimes with renewed vigour and purpose. They have breathing space in which to come to terms with their condition, their identity and their own sexuality. Specialized help is available to prepare them for later pregnancy, confinement and motherhood.

It is almost 10 years since the school leaving age was raised, thus creating the problem of schoolgirl pregnancy (80 per cent of pregnant schoolgirls are in the final year of compulsory education) and it seems strange that so few authorities were as far sighted as ours in setting up such a unit.

LESLEY HORTON, MARILYN BROPHY,
Special Unit for Pregnant Schoolgirls,
Bradford.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Right of access

Sir, – It is good to know that Mary Warnock (Personal Column 26 March) has joined the ranks of those campaigning to give parents access to all school records and reports.

Sad, however, that her conversion did not happen a few years earlier, and help to avoid the vagueness and illogicality of the Warnock Report's recommendations on confidentiality. Had conversion struck her before MPs sought her influential views during the committee stage of the 1981 (Special) Education Bill, the narrow defeat of a House of Lords amendment to give parents access might well have been reversed.

However, it is still not too late. The Government is just concluding consultation on a draft circular and regulations to be issued under the Act, which is to be largely brought into force in October.

At present, the Act is "open" on the question of access. The draft circular encourages "frankness and openness", and says that the Secretary of State expects professional advice to be available to parents "in normal circumstances": this vagueness would enable the existing more or less universal practice of professional secrecy to continue.

So please, Mrs Warnock (and any other recent converts to the common sense of parent access), write *immediately* to the Secretary of State urging the Government to include in the regulations (not just the advisory circular) a clear right of access.

Then it can only be a matter of time before logic prevails, and such access and control of personal information is extended to school students too.

PETER NEWELL,
Children's Legal Centre,
London NW5.

Campus planning

Sir, – Mary Warnock (*TES*, March 12) is sadly and doubly wrong when she claims that "it seems by now to be generally agreed that the creation of the new universities in the 1980s was a mistake. It would, we can see now, have been better had (they) been set up in the hearts of cities rather than on the edge of agreeable towns". Firstly, there were three such universities that were set up in the hearts of cities – Aston, Salford and Bradford – and, secondly, we know just how little this fact helped them when the UGC swung its axe.

The UGC had an opportunity to correct in the 1980s the mistake it made in creating so many green fields universities in the 1960s and it failed to do so. The country will pay dearly for this compounded error in the 2000s.

L. R. B. ELTON,
Institute for Educational Technology,
University of Surrey,
Guildford.

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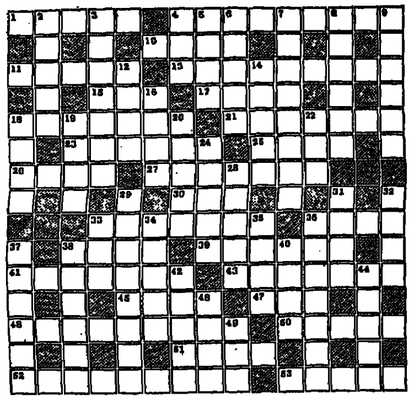

Across
1 Spread unevenly
4 Part of a Milton title
10 A month, nothing more, in Ireland
11 He won't settle down
13 22 down should be this
15 Cotton reno, so to speak
17 Head of a chapter
18 Denizen of the intimate ditch
21 Frequently under observation
23 What's in this stands out
25 Flighty word
26 If the end of this gear in the way the whole may result
27 Refuses (anag.)

Down
2 Horrible gold between mother and me
3 Out of countenance
4 Upset this value and get a sharp reproof
5 Intently watched
6 In some hands the things become trumpets
7 A religious service
8 This barrenness has dropped an h
9 Sounds like a curious song
12 This ought to be square
14 Momentary response
16 Written briefly
18 Calverley's picturesque scholars carved their names on every tree
19 Bits of 45 scroll
22 Proceeds advantage
23 Parents in a negative way
24 Used to be somewhere in France
30 This means study
33 Simply enormous
36 There's a lot in this voice
38 This elephant has lost his head
39 A turn for the worse
41 Done with a coarse file
43 Red totem (anag.)
45 This rodent's going back
47 Makes a plaything with its past
48 Wants confidence
50 A mixed welcome means getting the bird
51 This girl seems to be eating backwards
52 The men in the moon
53 A pinch of sand will make it dry
28 Happen afterwards
29 Climbing instinct in man
31 A terrestrial glider
32 The final crack
33 The little devil's on our money
34 Simplest creature
35 Time measurements
36 Jollier than 4 across
37 Ladies in promising mood
38 Peasants' community this
40 Gets the boot
42 Hell in Scotland may mean tears
44 Wagner, but usually plays
46 She's dead
49 Only a Shakespearian could do this on a desk

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Talkback

Getting on with each other

Bob Moon

All the experience of change in schools points to the highly significant role played by teacher-teacher interaction in achieving success or failure. Innovation is clearly on us today, wanted or unwanted, as those struggling to adjust schools to new staffing ratios, and as those attempting to make some coherence out of the myraid of curriculum, papers now biting at *governor* level, will acknowledge.

Teacher cooperation and collaboration should become a key focus of training; a focus distinct from the now accepted limitations of the individualistic INSET model or the more recent, and more promising, flirtations with whole school policies (inspired by, for example, Rutter's *50,000 Hours* and HMI's *Ten Good Schools*). Three factors have proved important in trying to make this really develop at the school level.

Firstly, group or team collaboration needs to be made an explicit concern within the institution. It is astonishing how many failures of innovation are explained away by reference to materials, textbook or timetabling inadequacies, when everyone knows the root cause is really personal relationships.

It is equally surprising how willing we are today to apply new understandings of group work to young people while leaving *ourselves* free of the implications. The *health* of a school depends on many things, but one must be the spirit, esprit de corps, call it what you will of the smaller unit such as the department or faculty or tutorial team; in primary schools this may be the year-group team or the whole staff.

How often do we talk about this? Rarely, if ever, unless positive structures to do so are introduced. This may involve an outsider (the youth service have many excellent people) and it need not reach the extremes of encounter sessions or T groups. Once risked, it is surprising how easily people communicate with each other about issues left unsaid for years, and which are clearly inhibiting successful collaboration.

Secondly, if we accept that cooperation is more productive than going it alone, it is interesting how many aspects of *the everyday life of the school* can be directed towards this end. Teachers, especially headteachers, can endeavour, for example, to delegate to groups rather than individuals. My experience is that in the long run, the group does better, with gain for all the individuals concerned.

Planning for a timetable, writing a timetable, reviewing a new reading scheme, all the varied possibilities for improving the school, lend themselves to collaborative endeavour. The work of the Industrial Training Service, a humane team of management consultants, has been especially valuable to us in this area.

Thirdly, the planning and implementation of changes can be supported by groups of teachers carrying out small-scale research and inquiries. These can range from a full-scale project using the assistance of an outside institution, to the visit down the road to another school.

Research and inquiry of this type involves an *intellectualization* of school-based reform, which in the British climate is no bad thing – and the form for communicating findings needs to go beyond the school walls. More substantial reporting in the *TES* and the enlargement of the Talkback section might be one important way of extending this.

Most people have had the fortunate and stimulating experience of working in the good team. For the most part luck or intuition provides the spark. An understanding of the potential for cooperation and collaboration in school management must go beyond this.

Bob Moon is Head of Bridgewater Hall School and Deputy Director of Stantonbury Campus, Milton Keynes, Buckinghamshire.

How do yo govern?

Charles Hanna

Why do so many people
become governors of schools
fantasy is having cringing
applying for promotion or
job, the reality a good
annual school concert, a
and a domestic-science-made
cake to go with it.

I am aware of the high
when a single vote among
moved a college from the
thority to a university; when
schemes for comprehen
were at stake. But, most of
it all turns out differently
enough of what teachers
think of governors to be
their ambivalent feelings

Most teachers have been
daft questions by governors
interviews, and if they have
is enough staffroom lore to
the suspicion. Heads know
ernors must be managed
to be able to do so is
getting into the evening
being suspected of
dencies.

There is at least one advan
the new mixture: heads can
ger say to the staff "I would
take up your proposal, but
ernors (or the parents)
are likely to be represented
sibilities of manipulation
fore reduced.

There remain the
teachers have about parents
governors. Parents have
to draw on their own
inspiration, and often
what is best for their
rather than for everyone
worse, if they are vocal,
educated and with middle-
clinations, they can not be
as easily as they used to be.

In compensation, some
more conservatively inclined
have begun to realize that
not like change much, and
train the "trendies" with
you harp on death all the
that funny new subject
have, what is it called? Oh
humanities.

At one school I resigned after
ing queried the
library books, and after being
"we have quite enough books
do resent confidential
being discussed in public
The public place in question
own room, where I had
librarian safely the money
such an odd way. This
advice had been sought;
the interconnections do not

More constructively, in
school I rescued a young
from disgrace and
taken a sixth form
home with him for
dance. When bringing
her home he had
the doorstep, and in the
had seemed to him
was unbuckling his belt.
ed, pushed the girl out
and drove off at high speed.

Members of the community
were governors interpreted
as proof of immoral
it could also be seen as
trying to deal sensitively
adolescent who had a crush
the last-minute flight
regrettable, but not a
gravity.

One polite resignation, the
of a career, a spirited defence
head who resisted
back the cane, many discussions
elm trees, lavatories, our
absence of showers for the
the length of their skirts
altogether sure whether I
all that much for education,
least I have governed.

Charles Hannam is senior lecturer in the School of Education, University of Bristol.

Consolidation for geography

Neil Punnett

John Fisher's article "Geology on the Move" (March 19) contains too many sweeping generalizations. Where is the evidence that "many young geography teachers are more concerned with the socio-economic aspects of the subject"?

As a (fairly) young geography teacher I would seriously question this assertion. On what grounds does he dismiss the ability of geographers to teach geology in schools? The geology syllabi contain much common ground with physical geography, and the advances in geology in recent times have been warmly embraced by geographers.

John Fisher seems to ignore the great strides which geography has made towards becoming a more rigorous, scientific subject.

The premise that geography is splitting is by now outdated. Geography has survived a period of rapid change and reappraisal and has now entered a quieter period of consolidation. The idea that human geography and geology form an artificial association at school level seems to fly in the face of current demands for a more relevant, less specialized curriculum. Part of geography's great value is that it synthesizes a wide range of human knowledge, wider perhaps than any other school subject.

Herein lies the answer. There is no need for the science departments in our schools to make a takeover bid for geology; there is certainly no need for them to take geomorphology either. Geography should clasp these subjects more tightly to its bosom.

Then, happy in the knowledge that geology and geomorphology are rightly part of their subject, geographers should approach their colleagues in the science department with a view to preparing integrated courses on the lines that John Fisher suggests. His Earth Science course seems to lean heavily on physical geography. He would be unwise to ignore the valuable contribution which the geographer can and should make to such a course.

Co-operation between science and geography, rather than ponching, would work to the benefit of both. As far as geography is concerned, it is a subject which has been seriously underfunded within schools for too long. As one of the most popular examination courses it has not had a fair deal. Geographers should now demand use of the laboratory facilities in schools in order to teach their subject.

Is geography doomed to have its body eaten away by the gathering predators of associated disciplines? I think this is a real possibility unless geography teachers are prepared to stand up and be counted, to demand a better deal for their subject. But where is the wave of protest which might have been expected to arise against the virtual exclusion of geography from the DES "core" curriculum?

Geography should have a vital part to play in the education of the children of Britain, and geography should be taught by geographers.

Neil Punnett teaches geography at Kingsdown School, Swindon.

ALL THE WORLD'S A SCHOOL

Richard North, former editor of Vole magazine, argues the case for parents keeping children out of 'learning factories'

Why, when I don't remotely believe in the revolutionary overthrow of our society, do I want to keep my children away from one of its most powerful institutions? Why, when I like the idea of my children being literate, numerate, curious, informed and cultured, do I want to keep them out of those special places where professional teachers are supposed to be able to do the job for me? And above all, why, when I want them to be disciplined, obedient, brave and sociable, do I want to run the risk of their growing, at least a little isolated, some of the time, from their conventionally-schooled contemporaries?

I want to do this peculiar thing – as others have before me, many more will be doing by the time I want to, and, I believe, a majority will be doing quite soon – because I believe schools are bad places and cannot be reformed. They are not a good good thing done badly. They are not a good thing which has for a moment run into a difficulty for a lack of cash, which more cash could solve.

I cannot say that my experience of school (it was a minor public school) was peculiarly bad. I learned less than I might have done it was because at the time I was lazy, and because the schooling was mostly uninspired. I was not miserable, and I have met only few people who were miserable – beyond the ordinary likelihood of adolescent blues – under the schooling system. (I think it likely that my proposed un-system of unschools will create its own quotient of misery. Less, naturally, than presently the case with the present system; but some. Why should any reform system be accused of failing to be Utopian?) If I was side conventionally snobbish, then that is no worse than the thousands of children who are currently turned out as conventionally Marxist. It is the case for most schooled children, my real education began outside, after and in spite of every expensive attempt to make it happen in school.

A complex of reasons brings me to the conclusion that it will be an incomparably richer world in which parents, in association with others, arrange for the education of their own children, also in association with others. And in my case, though this is not true for many deschoolers, my children spending a great deal of time with other children is a *sine qua non* of my wanting to keep them from school.)

The reasons have to do with a view of what our society badly needs to do for its own health. They have to do with a reading of the future – I count is as tiny, and certainly less than the risks concomitant upon schooling – to my own children of their having to be trailblazers. (This must be stressed because my wife and others, sensibly cautious, say that I am the kind of bossy eccentric who *enjoys* being out on a limb, and pulling my family out along with me.) If many others, and eventually a majority, joined them, they would not only have the advantages of learning in a richer way, they would have whatever benefit comes from being "normal".

I want to begin stating the reasons for my view that children ought not to go to school. Anyone versed in the views of Ivan Illich and other "convivialists" will know them inside out. They are the most distant, the most political and the most difficult reasons to explain. They affect the children ultimately but not immediately; very importantly; but not directly.

Many of us believe that the go-for-growth economic and industrial system under which we produce and distribute goods and services is the most destructive engine the world has yet devised. I believe it poises, if possible, an even greater threat to the planet than the nuclear bomb.

It pollutes, exploits, and pillages the planet. It renders structural the unbending inequality between the prosperous and the paupered hemispheres of the world. It stunts minds and corrupts desires: the first by demanding manipulative work of the successful, and monotonous work of the unsuccessful; and the second by making people dependent on expensive and convenient goods and services rather than encouraging the enjoyment of cheap and awkward ones. School is built in its image.

Worse than that, it alone can generate the taxes which pay for the costly welfare and unwelfare machinery of the state. Nearly £8,000m is planned to be spent on schools in each of the next few years. (And that figure does not include another £4,000m on further education, nor about £600m each on adult education, and library and arts budgets.) The total education budget this year is equivalent to those for health or defence. (They are about half what's needed for social security in these parlous and bankrupt times.) The budget for education consumes about 6 per cent of our annual gross domestic product, and about – these are back-of-the-envelope calculations – 10 per cent of the total tax requirement of this nation.

Now, I am not one to say, let's increase the tax-take since at least that redistributes wealth. Indeed, I am enough of a Tory to be able to say, rather, let's get the taxmen off our backs. But, I am also the eco-revolutionary who can then say that, with less taxes to pay, we can begin to address ourselves to winding down the pernicious industrial machinery, or – perhaps more accurately – learn to live more comfortably and equitably with one another as it collapses around our ears of its own volition.

I am very interested in the idea that there should not be very rich people in our society, but I am even more interested in finding ways for this culture to become less dependent on cash-based goods and services. There are things which need doing and making that parents, neighbours, fellow-citizens, friends and children can do for one another, and free, which should never have become a matter of earning a living. (And yes, since it is bound to arise, defence is a bigger – but it is not necessarily a better – target for savings; but that is, when all is said and done, another story.)

This society – and all other rich ones – will now join the poor world in not having a job for most of its population. This "slack" in the industrial machinery is distributed with extreme arbitrariness and inequity, but that needs always be so. That it exists is not a case for the urgent need for more economic growth. Rather, we should see it as a symptom of industrial decline, and as a chance to seize hold of a new age in which people are free to live instead of doing a job; to do work instead of being given it; to be parents to their children instead of indirect paymasters to a teaching profession.

This revolution has been made possible because there are now freely, available and very powerful resources for groups of parents to take care of the education of their children.

Gone is the pre-Victorian world which might have made a case for professional schooling – but wasn't the movement born of the need to make obedient and skilled workers rather than informed minds? Wasn't it part of the destruction of the peasantry which destroyed a potent sub-civilization in this land? We no longer have to force-feed education to children: they live in a world in which they are surrounded by educative resources.

There are around 500 hours each of the schools' television and radio every year in this country. There are several million books in public libraries. There are museums in every town. There is a constant stream of cheap or free information from a dozen media. There are home computers, which will soon be easily connected to phones and thus other computers.

There are thousands of work places which are or could be made convenient for children, where they could learn about the reality of working lives and join in them. There are, as there always have been, the old, the disabled, the very young, all in need of children in their lives, all in need of the kind of help caring and careful youngsters can give, and all of them rich sources of information about the world, and freely available to any child who isn't locked away in school.

People will say that if unschooling becomes the norm the working class would be less able than the middle class to educate their children; this is a line often pursued by left wingers, who feel themselves unable to trust their working-class heroes. I would rather say that one of the healing forces this society needs is the realization that important skills, including the skills of parenting in society in a very uneven way, but they are not spread on class lines.

But more importantly: I make it an article of faith that children, and adults too, will learn rapidly what they want to learn and will refuse to learn what they have decided to resist. I do not believe that any child in this society, and certainly not in a society where unschooling is common, *could* be stopped learning what he or she wanted to learn (except perhaps by enforced incarceration by parents, who could then be prosecuted for child abuse).

I *am* worried about the child of feckless parents who might, when there is no school, be neither loved nor taught at home, nor helped to discover love and learning in the community. But it cannot be beyond the wit of man to devise education "clubs" which would welcome such unfortunates, in just the way a good school might now welcome them. And it will be perfectly easy to enshrine a child's right to learn within a legal framework. But the problem of fecklessness will probably exist even in the reformed world I would love to see, and the burden of finding a way out of its worst consequences for children will fall on the voluntary community, instead of on the professionalized teacher.

Just how confident are we that untrained, unprofessional teachers – parents, neighbourhood, bosses and workmates among them – can help children learn? Luckily, we have the work of John Holt, the American unschooler, whose new recent book, *Teach Your Own*, has this to say on exactly this anxiety:

"Human beings have been sharing information and skills, and passing along to their children whatever they knew, for about a million years now. Along the way they have built some very complicated and highly skilled societies. During all those years there were very few teachers in the sense of people whose *only* work was teaching others what they knew."

He goes on to stress that many unschoolers begin by feeling they need the props of curricula, rules, organization: their schooled minds seek to replace formal schools with informal ones. Deschoolers I have talked to agree with Holt in saying that this anxiety soon withers. Besides, as Holt says, getting children out of school gets them more attention. We now have 500,000 teachers working with children in a ratio of about 1 to 18. How much personal, deliberate reading attention does a pupil actually get in a day?

And what is this education for? Do unschoolers want their children to a) outperform the conventional education, or b) learn how to become proficient citizens in some bright new world which many unschoolers are the sort of people to believe ought to be heralded in? (Let's characterize it is an ecological society, in which men, women and children live in a better harmony, inspired by a new understanding of the natural sciences, both with each other, and the rest of creation.)

This is an interesting, but largely theoretical, question: probably the answer must be to combine a) and b), so as not to deprive the children of either. However, what does matter here is that schools certainly cannot deliver on b).

Professional teachers in special places (these are the defining characteristics of schools) are by nature bound to depend on, and train children for, the industrial world which is collapsing around them. They take children away from life and insulate them in learning factories. (And the degree to which they allow the children out and back into the world is the degree to which they are merely extremely expensive and inefficient unschools. Which is a funny way of getting what we want.)

All the drilling and programming of schools has created generations of children who are confronted with a very odd dilemma: conforming or dropping out. To be a bank manager or a hippy? This is a divided society, but one of its greatest divisions is between those who accept and excel in a schooled world, and those who resist and resent it. The bank manager and the hippy are very like one another under their uniforms (necessarily so, since the one is often the father of the other): the division between them is loud but slight, trivial and damaging, and it begins when they take a different attitude to schooling.

I believe that almost all the good that ever flowed from the human mind flowed from minds which either never were schooled, or managed to unlearn their schooling. And that is why – if I can't stop it for everyone – I would at least like to find a way of sparing my children from it.

**To be published on 21 April by Lighthouse Books (£5.95). John Holt will be speaking at a day conference on 'Home-based Education and its Implications for the Future', on Sunday 17 April in the Faculty of Education, University of Birmingham. For details ring 058-479 341.*

'I feel so sorry when I see these kids who don't expect anything'

Mary Hoffman reports on an original scheme to involve mothers in developing the confidence of children with 'learning difficulties'

What do you do with 14-year-olds who come to your school already classified as having "learning difficulties?" Some have trouble in the family, some have had their difficulties complicated by having to do all their learning in a second language, a few have been held back by minor physical handicaps. What they have in common is several years' experience of failure at school tasks. What common factor can be encouraged by any special programme to help them?

At Burleigh Community College in Loughborough they think the answer is confidence. An unusual scheme has been in operation there for two years, whose aim is to bolster the morale and increase the capacity of these students. Once a week, each of a small group of students spends the whole day away from school with a tutor mother, who is a member of the local community.

There is no formal teaching; the child just accompanies and helps his tutor mother throughout the routine tasks and pleasures of her day. Each mother has at least one pre-school child in the home, so the Burleigh student may find himself cooking, washing nappies, going swimming, gardening or painting the woodwork.

"It's just a skive; they might as well have the day off" is the kind of criticism the scheme lays itself open to. Madeleine Marshall, who was in charge of setting up the pilot project two years ago, fully anticipated such reactions, and said ruefully, in her own report on it: "It would be convenient to be able to counter this kind of attack with an objective evaluation". But the kinds of improvement aimed at and already sensed by the school would need a very sensitive instrument to measure them, something more delicate than any psychological or educational test yet devised.

Of course the students don't experience their day with the tutor mother in isolation. There are up to two double periods a week of schooltime spent on follow-up work. These classes haven't yet found an ideal structure and vary from term to term. Madeleine Marshall found video films from the Open University's *First Years Of Life* course good starting points for discussion. Her successor in running the scheme, Betsy Roberts, hasn't found them so helpful because her students found the background too different to identify with.

Betsy Roberts' own classes usually start from an incident that has occurred at the tutor mother's that week. Ross held the group riveted by his account of seeing his tutor mother breastfeed her baby girl. There was some nudging and jeering from the other boys at first, but it was soon scotched by his obviously unprurient fascination with the whole experience.

Ross was still talking about it weeks later when I met him. "There's some mums down the club where I help Saturdays who feed their babies and they always send me out", he explained. Annie, his tutor mother, was the first woman to include this 14-year-old quite naturally in this frequent aspect of her daily life, and he was responding as much to her acceptance of him as to the breastfeeding itself.

Even the children in the group who are not currently going to tutor mothers join in the discussions and find out quite a lot about the pattern of other people's lives. The scheme doesn't aim to provide a single model of how to bring up children and run a home: what the school wants is to show a variety of ways in which adults cope with the demands life makes on them.

So far they haven't been able to recruit a full-time tutor father, but one couple, Tom and Verna Taylor, who have been in the scheme for two years, share the day between them. Tom, who is a milkman, is out in the morning while Verna looks after the two-year-old, the last of their six children to be still under school age. After Tom gets back from his round, Verna goes off to work in a local authority children's home for the afternoon, and Tom takes over home and child care.

So Robert, who spends Tuesdays with the Taylors, sees something very different from the Ladybird traditional role models that dominate most early learning materials. Tom who persuaded Verna to take part in this term. "I was fed up with boys," he explained. Beryl, who had been against the "I've had five of my own and would like experience with teenagers, but I'm glad talked me into it." Robert has been attached to them and is good with the He was so annoyed at missing his over half term that he fixed up to get at a different time.

Robert is the only one of the boys on scheme who hasn't tangled with a social he can see that at least one adult male find it a compromising activity. Robert was born with a cleft palate and had to complete change of blood soon after birth learning problems have been made absences for operations and treatment. speech is clear enough now, particularly he is talking enthusiastically about the

None of the boys on the scheme that I to found anything "cissy" about helping children and housework. I wondered much the popularity of the whole project to do with the obvious approachability friendliness of the two organizers. Roberts is also a full-time counsellor in school and there was a constant stream adolescents knocking on her door – from

...en wanting to know if the social workers ...ld fix his mate up with a bike, to elegant ..., who came to make an appointment some ...ad ahead and remarked without rancour ...'s always here" of school-phobic Janet, ...spends most of the day sitting in Betsy's ...

...adeleine Marshall, who has now left the ...l, but returned to join me in visiting the ...re, was greeted affectionately and warmly ... students and tutor mothers alike. The ...en were more likely to trust another ...e the result of their initial good rela...ip with these teachers. But what is in it ...o tutor mothers? They receive no pay..., may even be out of pocket after provid...unches, and are offered as companions ...gers who have learned to be suspicious of ...chool-initated activity, and who may ... with be sullen and uncooperative.

...expected a thug," says Annie Pattison, ...got the open and vulnerable Ross. "I ...enjoy his company and he really does ...me. The only thing is he doesn't have the ...ntration to keep an eye on Lily (the ...) while I'm out of the room." But he does ...to three-year-old Sara, getting the rare ...ge of using books that are well within his ...bilities, and being the giver in a literary ...nership.

...oss told me at our first meeting that he'd ...t in trouble with the police – nothing ...ous and he may have been framed – and ...was quite bowled over the first time Annie ... him down to the corner shop with a £5 ... "Do you trust me with that?" This was a ...urrent theme in talking to the tutor mothers ... the Burleigh children, finding an adult ...olds their own family with whom a rela...ship of mutual trust could develop. Where ...had, the mother had, sometimes unex...tedly, found a friend, and the child had the ...ns of discovering some much-needed self-...pect.

...Another mother, Jan Winskill, had taken ...me very practical steps to help one of her ...dents, Beryl, who had been against the ...eme to begin with and was now doing a ...od term on it at her own request, was a ...ved teenager who felt no one cared. Jan ...covered that Beryl had a special gift for ...rking with old people, and has encouraged ...er to get interviews with the local voluntary ...association. Beryl is now helping with the ...bingo sessions in an old people's home and ...will soon be starting voluntary work in the ...eriatric ward of the local hospital. It's not at ...all what you might have predicted from the ...aimless and aggressive image put over by ...eryl in school, but it developed naturally out ...her relationship with Jan.

...Jan herself was brought up in an East End ...tenement and now lives in a tidy and attractive ...bungalow in Loughborough. "Beryl thinks it's ...the bee's knees," says Jan. "To her, anyone ...who doesn't live in a council house is 'posh' ...and probably a 'snob' with it. But her mat...erial standard of living is much higher than ...mine was as a kid. She just can't imagine what ...it was like living in a slum."

...Jan Winskill is quite clear about her own ...motivation for helping with the scheme. "My little boy is five; in 10 years' time he'll be a 15-year-old without a job. It's too late to want to do something about it then. I feel so sorry when I see these kids who don't expect to get anything". She actually thinks the mothers get even more out of the scheme than the students, because they benefit from the company of someone older than a pre-school toddler.

But what about the children who *don't* go on the scheme? They all have to have the written permission of their parents; and it was a long time before any Asians joined in. Two Indian boys refused point-blank last term because it wasn't "man's work". This year two Asian girls went for several weeks together to the same tutor mother. They went for half the day only, so as not to miss too much English and maths, and they were always back at school early to collect some extra work.

But that placement has now broken down, partly because the girls have fallen out with each other. As Betsy Roberts realizes, "Things can change very rapidly on the scheme and you have to be very flexible and very ready to respond to the childen. I don't think I'd sufficiently realized what a breakthrough it was to have involved the two Asian girls, but I'll keep trying."

A third Asian girl, Mala, was adamant from the beginning that she didn't want anything to do with the scheme, which she regards as a waste of time. Mala didn't even want to miss the last 10 minutes of her maths lesson to tell me why she didn't want to go to a tutor mother. But when we talked, it emerged that she was 18 months older than the rest of the fourth year, and desperately worried about catching up. She missed over a year's schooling when Idi Amin expelled her family from Uganda, and her ambition, shyly expressed after all her fierceness about the scheme, is to work in an office. The "might as well have the day off" view of the Burleigh scheme is not just adult scepticism if you look at schoolwork from the point of view of such an achievement-oriented child.

Running the scheme could be a full-time job for someone; so far both the organizers have had other commitments elsewhere in the school. Betsy Roberts would prefer to see it run from the community rather than from the college. If this did happen, perhaps then some of the students on the scheme could see other children going *their* mums for the day. That would certainly give support to the idea that what is being offered is variety, not models, and would help to validate their own patterns of family life.

At the moment, if you spend Tuesday at home with your own mum, you're truanting, but if you spend it with someone else's, you're on a course. That could be confusing for parents and children alike, and the last thing these children need is further confusion. The one thing that is quite clear is that the scheme will continue to change and develop. As Betsy Roborts is well aware, "When you are trying to do something like this, it is fatal to rest on your laurels. You just must continue to put all your effort into making a good pairing to begin with. When you get it right, it all seems worth it."

Ignoring the future

Len Masterman argues that teachers of media studies need to act now to prevent their subject being expunged from the curriculum

The marginality of media studies is a significant indication of the dangerously wide gap which exists between the priorities and concerns of most schools, and the situations and issues which confront pupils in the world outside. The media are, of course, a pervasive and potent part of that world. Some understanding of how they produce meanings, set agendas, attach significance and go about the business of representing reality should be part of everyone's core curriculum for responsible citizenship in today's world.

The arguments for media education now are formidable. In the next decade they ought to be irresistible. For we are standing on the threshold of an era of enormous and unprecedented expansion in television and video, a deregulated onslaught from direct satellite broadcasting and fibre-optic cable with the capacity to deliver 30, 50, even 100 channels which will change the face of broadcasting as we know it. This is to say nothing of the additional degree of choice we will all have in video material with the expansion of video disc and video cassette markets.

Teachers can respond to these developments in one of two ways. They can ignore them. That is they can opt for the role of educational dinosaurs, losing all credibility with their students and the public in the process. Or they can keep themselves critically informed and aware of these developments, and work alongside their students in understanding, making sense of and perhaps even influencing them.

The rub is that that second enlightened option may not be available to teachers in the future. For given the state of current debates about the curriculum and examinations at 16-plus, to say nothing of recent policy statements on teacher training, there is a real possibility that media studies, either as a discrete subject or as a component of English or social studies, may be expunged from the secondary school curriculum entirely.

Consider the evidence. Item one: in all of the documentation on the curriculum produced by the DES over the past decade, media education has received not a single mention. Similarly, in the voluminous survey of secondary education carried out by HMI in 1979, there is no reference to media studies. The substantial and growing numbers of media courses actually taking place in schools and colleges at 14 to 16-plus has been rendered invisible, and the experience generated by them simply left out of the account in the current debates.

Item two: At the moment 19 curriculum groups exist under the auspices of the Examination Boards' Joint Council; their brief is to draw up criteria for assessment at 16-plus. The working parties cover such areas as computer studies, business studies and classical subjects. There is no panel considering media education, nor is there any likelihood that the existing panels will consider it as part of their brief.

In the last 12 months 16 Schools Council sub-committees have met and reported on 16-plus assessment criteria in different subject area. No sub-committee was set up to report on media education, nor asked to consider it in its brief. The English committee did devote a paragraph to the issue however: "The neglect of this area of study in our schools is in our view serious. We seriously considered making this a required area of English study."

Item three: On October 30, in a turgid letter to the chairman of the advisory committee on the supply and education of teachers, and circulated to all teacher-training institutions, Sir Keith Joseph urged that those institutions lower recruitment figures, all recruits have good degrees in main subjects of the school curriculum."

This was not picked up by the press until December when some institutions were rejecting sociology and psychology graduates as prospective primary school teachers. Its full implications remain unexplored. The recommendation undermines at a stroke the status of degrees, not only in sociology and psychology, but in any innovative subject area, by devaluing their currency and specifically making them much less attractive to prospective teachers than a degree in a traditional subject. Especially at risk are those degrees in film, communication studies, and cultural studies, which are most useful to prospective media studies' teachers.

In these bleak circumstances what action is still open to media teachers who wish to apply pressure to the now almost completed consultative process set up by the Joint Council?

1. The principal focus for pressure should be the Joint Council's General Criteria Committee – a committee specifically set up to consider criteria for assessment in all of those subjects not covered by 19 existing working parties. National bodies and associations have direct access to this committee, but institutions and individuals teaching media should make their views known to it via their local Examining Group as soon as possible.
2. Immediate pressure can be applied via national teachers' and subject associations, and other national bodies who are entitled to respond by mid-January to the Joint Council's English Working Party Report. That report took the view that "Media Studies did not lie within its present brief, but should . . . be considered in a different context." One response to this has already been made. The National Association for the Teaching of English has expressed its concern "that in the absence of any comment in this Report on Drama, Theatre Arts and Media Studies, such areas may be neglected in the setting up of the new examinations."
3. The Joint Council's Working Parties in Social Sciences and Creative Arts will soon be reporting. If these run true to form they will contain little or no reference to media education. Again, responses by individual institutions will need to be made immediately.
4. Finally, a great deal can be done by individual teachers serving on Examination Board or Schools Council committees, or in their contact with HMI or l.e.a. inspectors, to draw attention to the general neglect of media education in the current discussions.

We are now only a matter of weeks away from the end of the period of consultation on which the shape of secondary school curricula and examinations at 16-plus will be decided for the foreseeable future. If media teachers and organizations make no more impact in this time then they have done so far, the very existence of media education will come under serious threat. On the other hand, awareness by media educators of the danger in which the subject now stands and concerted action over the new few crucial weeks could lead to a consolidation of the irregular but genuine progress made by the subject over the past few years. It may even provide a platform for the kind of future expansion necessary in media studies if we are to give our young people an education at all relevant to the world in which they live.

Len Masterman is the author of Teaching About Television, and Lecturer in Education at Nottingham University. This article is an extract from a paper given recently at a National Media Conference organized by the British Film Institute and Goldsmiths' College,

review

Mailer, Evans-Pritchard – why?

Home university libraries?

Brian Morton on the packaging of intellectual giants

Fontana *Modern Masters*
Oxford *Past Masters*
Fontana *Masterguides:*
Religion. By Leszek Kolakowski. £2.50. 0 00 635967 1.
Social Anthropology. By Edmund Leach. £2.50. 0 00 635533 1.
Ethology. By Robert A. Hinde. £2.95. 0 00 636327 0.

Over the past decade the Fontana Modern Masters series has acquired an almost talismanic significance for a generation of university undergraduates. Low prices, manageable length and the *cachet* of writers like George Steiner, David McClellan and Denis Donoghue (in rather more than usually accessible form) guaranteed the success of the Modern Masters books as essay cribs, revision guides or simply as signs and tokens of intellectual ambition. Sales were impressive.

The drawbacks of the series were obvious and stemmed directly from its undoubted strengths. There was never any suggestion that Frank Kermode and his authors had set out to emulate the Home University Library of an earlier period; Modern Masters made, or seemed to make, no concessions to the reader and their high-powered approach had none of the HUL's populist flavour. *Excellence* rather than *relevance*, was the criterion and Fontana's cornering of the student market (now buying Methuen's New Accents volumes in staggering numbers) happened quite apart from any specifically educational intent. Given the biographical basis of the Modern Masters series, it was always going to be spotty and even eccentric; there was never any clear attempt to cover the major areas of contemporary thought and culture in a systematic way.

The visual arts were almost completely excluded; the regrettable disappearance of a projected Matisse study was never compensated. On the other hand, the death of Philip Rahv put the Trotsky portfolio on the desk of Irving Howe; Kermode's assemblage of major critical names was often staggering. Modern music was cursorily, but brilliantly, examined in Charles Rosen's study of Schoenberg. But what of Stravinsky? Picasso? Why Evans-Pritchard? Why Sherrington and not Born or Planck? Only slowly did the great literary modernists achieve the Fontana 'apotheosis, yet Norman Mailer (not everyone's idea of an intellectual or literary giant) was among the first of the Modern Masters. Feminists justifiably complained that Kermode and Fontana had taken the gender of the series title rather too literally; sadly, Melanie Klein, the first Modern Mistress, was too slight a figure to redress the balance.

The Oxford University Press's Past Masters series was an attempt to redress a different kind of balance. Fontana had concentrated on living figures and thinkers like Marx, Freud and Einstein who had dominated the contemporary intellectual scene. OUP's aims were wider though less intellectually ambitious. Volumes on Homer, Shakespeare, Confucius, Jesus and The Buddha suggested a more conventional approach to "greatness" and significance though already the appearance of Bach, Linnaeus, Lamarck, Herzen, Jefferson and Clausewitz on the forthcoming list suggests a more limber and eclectic approach than Fontana's (or Kermode's) rather mandarin style. The Modern Masters series depended too largely on the erratic genius of individual contributors to have framed a coherent and consistent map of modern thought; Past Masters is a more workmanlike and, ultimately, less challenging enterprise altogether.

This year sees the launch of a major new series that perhaps recognizes the shortcomings of the piecemeal, biographical perspective of the two Masters lists. Again by Fontana and again edited by Frank Kermode, each Masterguide will attempt to cover a particular discipline or style of thought in some depth. Of the first three volumes published – Robert Hinde's *Ethology*, Edmund Leach's *Social Anthropology* and Leszek Kolakowski's *Religion* – it is the last that is likely to provoke most comment and for reasons which have more to do with Kolakowski's intellectual past than anything he actually says in his Masterguide. Kolakowski has moved far enough away from his proudly humanistic Marxism to be able to claim that only religion can provide the context for moral and cognitive laws. Comfortingly (for his admirers) the Polish philosopher has not moved so far from his principled materialism as to accept mystical solutions to, or obfuscations of, human problems. Religion, Kolakowski argues, renders up the real and practical rather than the numinous.

An intellectual leap of this magnitude, and similar moves in both Hinde's and Leach's books, must inevitably raise the question of the most probable market for books of this type and their value in school or college curricula. Fontana Modern Masters were probably too adventurous and too demanding to be of much use to any but the most imaginative of sixth-form teachers. Past Masters, with all their limitations, are more obviously geared to classroom and school library use though, even here, it has to be asked whether the monograph approach is ideally suited to the teacher's needs. With Masterguides, it is probably too early to tell.

Kolakowski's book is certainly exceptional in every possible sense while both ed and anthropology are not (yet) accepted ponents of the A level and post-A leve tem. A glance at future titles doesn't clarify the picture; guides to macroeco developmental and cognitive psycholog sociolinguistics may well prove valuable adventurous sixth-form programme, and even foster experiment at that level; o other hand, titles like *Law, Music, Lang and Poetry* (even with Roman Jakobson helm) seem so dauntingly generalized defy any speculation about their possib Modern Masters and New Accents fi need and captured the imagination of at a time when ideas and critical practi coming to seem of compelling interest of themselves and apart from the capti abstractions of the humanities – history, ture and philosophy.

Perhaps editors would better serve and their readers' interests if they co consider more closely the precise requir of schools, colleges and universities. Ye popularization serves no useful purpo planned and coordinated background could both encourage innovation in seco and post-secondary curricula and prove sound and lasting investment for publish

Stravinsky, Picasso – why not?

History for sale

The Holy Blood and The Holy Grail is a controversial success: established authors like C. V. Wedgewood, G. M. Trevelyan and A. J. P. Taylor continue to do well. History publishing in general, however, is currently facing very hard times. Kamini Knill reports

The 18–25 per cent cuts in public library spending, together with cutbacks in universities and schools, have taken their toll on this area of publishing. General consumer spending on books has dropped 2–4 per cent in the last 12 months. The fragile economic foundations of publishers and booksellers have been severely eroded by soaring rates and increased rent and labour costs – profits of the Charter Group of booksellers (the larger stockholding shops) have dropped to below two per cent. Meanwhile, print bills are likely to increase: sacrifices for survival of printers' already low profit margins can only be regarded as a short-term measure.

Publishers have become obsessed with economies; some have moved to cheaper premises and others have made extensive redundancies. A few have pulled out of history to concentrate on areas where their hold on the market is stronger. But, in general, economies have focused on eliminating "hack", or secondary source material, books, and those with particularly limited sales.

Historical biography is being approached with special caution. Behind the success of a popular book such as Nigel Hamilton's *Monty: The Making of a General 1887–1942* (Vol. 1), (winner of the 1981 Whitbread Prize), there are, according to Hamish Hamilton, dramatic decreases in sales. Keith Ashfield of Allen and Unwin, a largely academic publisher, is wary of biographies, feeling that they can easily degenerate into sensationalism. Graham C. Greene (Jonathan Cape) points to the problem of emphasizing readability without weakening scholarly standards. In spite of these worries, books on colourful political figures – Denis Mack Smith's *Mussolini* (Weidenfeld and Nicolson) for instance – can be very successful, and bookshops are still doing well with historical biographies like Roy Foster's *Lord Randolph Churchill* (OUP) and Philip Ziegler's *Diana Cooper* (Hamish Hamilton).

Coverage in the press and on television can have, of course, a tremendous effect on sales. The BBC's *History on Your Doorstep*, by J. Ravensdale, is a bestseller and Weidenfeld and Nicholson report huge sales for Robert Kee's *Ireland: A History*, based on an award-winning documentary series. On the other hand, growing demand for pictures in the books themselves is causing concern – they can be very expensive. Despite publishers' fears, lack of illustrations in more scholarly works doesn't, according to booksellers, seriously affect sales.

With the home market crippled, overseas sales offer a much needed crutch, and can account for up to 50 per cent of history sales (books represent one per cent of British exports). History can be a very localized market – foreign sales are not likely to be large for David J. A. Steel's *A Lincolnshire Village* (Longman) – and some publishers are reluctant to produce books with limited possibilities for export. Many have been quick to exploit increasing interest in twentieth century and world history, however, seizing opportunities for additional sales in fields such as the Arab-Israeli conflict, African studies and the Second World War.

Recognizing an export market of course is only the first step. To woo America successfully involves providing numerous review and publicity copies, large sales forces and complications of supply and despatch for those without local representation. For many publishers the States are still uncharted territory. Japan and Nigeria offer new possibilities for expansion but overseas sales have not escaped the general recession. Library purchasing in both America and India has been badly cut. In Australia there is increasing competition from American publishers looking outside their own shrinking home markets.

Faced with these difficulties, how do you market, for example, a new work on the Counter-Reformation? Undoubtedly reviews are important in publicizing a book; the value of advertizing is more dubious. Norman Franklin (Routledge and Kegan Paul) estimates that 40 per cent of a book's success depends on word of mouth, 30 per cent on reviews, 20 per cent on exhibitions and the remaining 10 per cent is by no means absorbed by advertisements. Most advertising is undertaken, according to Ivon Asquith (OUP), to keep existing authors happy, to attract new authors by improving the publisher's image and support newspapers and periodicals in which reviews appear.

Exposure in bookshops is crucial and frequently history doesn't find shelf space. A new scheme in France is attracting interest; publishers and booksellers are combining to advertise and promote new works of fiction and, to encourage sales, local stockists of the featured books are listed. The Book Marketing Council's recent Lost Book Sales survey revealed that an extra £30 million might be spent on books each year if specific titles were more readily available – a consideration especially relevant for history.

The recently publicized £580,000 investment in book promotion by W. H. Smith is not a particularly large amount to spend on advertising. More will be spent on tapes and records; for although, after stationery, books are Smith's top retail profit earner, they are expensive to display because of their relatively slow turnover. As far as hardback history is concerned there will be little difference; books are displayed on the basis of individual potential and history is regarded as a "solid area", according to their chief book buyer.

Marketing is becoming more aggressive although in the case of history publishing (a much discussed Net Book Agreement (a system of retail price maintenance) is an advantage not to be lost. It offers protection against destructive cut-price competition and allows booksellers to stock a wider range; works like *Seventeenth Century Norwich* by John Evans (OUP) and *Studies in the History of a Plateau State, Nigeria* edited by Elizabeth Isichei (Macmillan), not usually fast sellers, are supported by the more popular section of the market – the Cartlands and the Christies.

Whether history books will continue to appear initially in hardback is still an open question, but they may well repeat the pattern of expansion for the quality paperback, of the kind published by Virago, which has given fiction a considerable boost. Books like *The Hitler State* by Martin Broszat (Longman) certain of a fairly wide appeal, are published simultaneously in hard- and paperback, while some go straight into paperback where publishers feel that high costs might deter interest – in such areas, according to Norman Franklin (Routledge and Kegan Paul), as the history of the women's movement, and books aimed at students. School librarians are also encouraged to buy paperbacks not simply on an economy; pupils prefer them – it's not they have at home.

Against the odds, however, the future looks brighter. Desmond Clark, director of the B.M.C., reports that the recession has probably bottomed-out in the book trade. There are hopes for improvement and real growth in 1985. Recent years may have been difficult as numbers of books sold have increased about 200 per cent in the last 25 years; compared to most established industries this represents quite an achievement.

General opinion is guardedly optimistic, and at Weidenfeld history broke all targets last year. Publishing has always been competitive and risky – the problems are just more

arts

Extraordinary and mundane

Lynne Truss previews 'The Woman in White'

The Woman In White.
BC2, from next Wednesday.

It is too easy to imagine a bad adaptation of *The Women in White*, simply because of the near-badness of the novel itself. Wilkie Collins's characters balance dangerously close to dramatic stereotype; the plot demands implausibility, but often seems likely to capitulate to it; and the cleverly-wrought suspense sometimes comes close to betraying its own tricks. Part of the suspense of the novel derives from watching its hero near escapes from bad art. An insensitive adaptor could instantly consign his charge to the realms of contrived, implausible melodrama.

It is actually surprising then that a television adaptation should be as good as Jonathan Powell's new five-part classic serial looks likely to be. Judging by the first episode Ray Collins has produced an intelligent script which is faithful both to the spirit of the novel and to its atmosphere of mystery and foreboding. And John Bruce's direction is responsible for a good balance of mood, alternating the extraordinary with the mundane. The greatest test for an adaptation must be, I suppose, its presentation of the first momentous appearance of "the Woman" herself. This production successfully translates the image, and, more interestingly, keeps reminding the viewer of Hartright's vision by showing a pencil sketch of it that he has made.

This device also serves another of the adaptor's purposes. He has to compensate for the loss of the subjective narrations that form the novel, and in the first episode he finds several ways to make up for the absence of Hartright's voice. Thus the repeated showing of the sketch reflects Hartright's confessed "monomania" about Anne Catherick; events Hartright considers significant are signalled by close-up reaction shots; and some of Hartright's meditations (on Laura Fairlie's style of dress, for example) are translated into perfectly suitable dialogue. In some ways the adaptor has more than compensated: Hartright (Daniel Gerroll) emerges with a more interesting character than he presents for himself in the novel. And Laura Fairlie (Jenny Seagrove) also benefits from being unburdened of the protective attitude that so colours the other characters' descriptions of her.

The two least interesting personages thus safely accounted for, we are left with a strong set of characters, excellently cast. The redoubtable Miss Halcombe is played by Diana Quick (she can be relied upon to take the role seriously) and the valetudinarian Mr Fairlie by Ian Richardson (his comic scene with Hartright in the first episode is a high point). The two villains I have not seen, as they do not appear until episode two, but they too are promisingly cast, with John Shrapnel (will he be aristocratic enough?) as the irascible Sir Percival Glyde, and Alan Badel, in one of his last roles before his recent death, as the magnificent Count Fosco. The success of the production will probably depend on his performance, as Fosco is what gives the story its peculiar life. Collins cleverly defers Fosco's entrance until after he has established his more conventional villain, with whom the far more sinister Fosco contrasts in nearly every particular: whereas Sir Percival is middle-aged, lean, imperious and short-tempered, Fosco is old, immensely fat (will Badel be fat enough?), courteous, and menacingly controlled. Fosco is worth waiting for; Alan Badel is unlikely to disappoint.

Lynne Truss

Balloons against boredom

Frances Spalding at Sheffield's Youth Arts Festival

Festivals often create cultural flares, attractive, costly and transient. Sheffield's Youth Arts Festival, launched on March 25, along with thousands of balloons, attempted something different. It arose from a desire, not to impose brilliant cultural events, but to publicize and encourage native talent. It brought in professionals (Melvyn Bragg, Richard Baker and Nina Bawden among others) to mix with existing artistic groups, to engage with workshops and help breakdown the sometimes artificial barrier between the amateur and professional. The emphasis was more on process and understanding than appreciation of the finished product. Events took place all over the city during a period of two weeks. Though it involved all age groups, a solid core of activities in schools justified the Festival's title.

What we got, therefore, was lowkey and widespread. At a time when the arts in education are taking a battering, it exposed the very real wealth of artistic activities practised in schools, adult education, unemployment centres and elsewhere. It publicized the achievement of, for instance, the Sheffield Independent Film Group, Meg Jepson's Youth Theatre, Keith Jones's entertaining and educative song cycle dealing with the history of Sheffield's steel industry. At the Mappin Art Gallery a display of theatrical sets and costumes made by schools perhaps lacked surprise but conveyed a sense of the vital cooperative effort that had gone into each production. Meanwhile a number of schools were putting on performances of various kinds, sometimes with guest celebrities like the mime artist David Glass, whose work with deaf children won stunned admiration.

Much was done with unemployed youth in mind. They were actively involved in a comic extravaganza put on at the Merlin Theatre. A production entitled *Damocles* was specially commissioned by the Centre Against Unemployment and the Bow Centre for the unemployed put on free film-showings. No charge was made for any of the lunch-time activities, most of which occurred in public places: business boomed at Brightside and Carsbrook Co-operative when youth bands performed in the shop.

Though the Youth Theatre's performance of *The Tempest* was packed every night, some audiences were disappointingly small. One criticism of the Festival could be that it attempted to do too much. Because the activities were so multifarious and spread out it lacked focus. But this drawback is of small account and Sheffield (not renowned for its modesty) can again congratulate itself. Its chief education officer, in his personal message, reaffirmed the benefit to the community of the arts: "The choice is between increased enforced boredom, or fruitful leisure."

Rewinding the clockwork mouse

The Extraordinary Adventures of the Mouse and his Child
ICA Cinema

Rarely is there a chance to review a new feature-length cartoon; rarer still to see one that has not been produced by Disney. Yet it has been seven years for *The Extraordinary Adventures of the Mouse and his Child* to reach these shores; and even now it is not a commercial exhibitor but the rather more enterprising ICA that is giving the film its initial British run.

The story, as the book's devotees will realize, comes from a children's novel by Russell Hoban – and this in itself alone should assure it a good audience. That audience will not be disappointed, though the film is inevitably more linear than its source. And there is the odd half-mark of American production that grates on sensitive senses, in particular the opening passage, however, is schmaltzy tone is not resurface until the end where the film keeps a rook-hard narrative, for those unfamiliar with it, follows the fate of a clockwork mouse and the child to whom he is inextricably joined: they are cast out of the security of the toy-shop (it isn't quite paradise since their movements are strictly circumscribed by the dictates of the tyrannical toy-shop clock) after an accident, and wind up in a rubbish dump. Calamities and catastrophes overtake them in their mission both to become self-winding and to be re-united with the happy nuclear family they had established with a clockwork elephant and a tin seal in the balmy toy-shop days. The film offers us a kind of season in the wilderness, a place dominated by cruel, pleasure-seeking rats, a place of icy reaches and muddy ponds, a place of crime and war but also of music and entertainment and of birds and beasts of all sorts. Through it, the mice, Candide-like, must pass, according to the frog-oracle, to achieve a state of grace.

The animators have brought their picaresque tale richly to life, and there is a teasing dialogue attuned unobtrusively to adult ears. One may quibble at changes of drawing style and bemoan some less than smooth movement. Nonetheless, the film has the quality of a natural addition to the repertoire of time-honoured children's films.

Sue Lermon

Unmasking the myth-maker

Roy Campbell: A Critical Biography.
By Peter Alexander.
Oxford University Press £12.50 0 19 211750 5

Surrounded by legends, Roy Cambell was his own best myth-maker. Born in Durban, South Africa, in 1901, he lived a vagrant life, plagued by poverty, alcoholism and emotional traumas, and ending in a car crash in Portugal in 1957. Peter Alexander deftly cuts away the layers of controversy associated with his entanglement in the fashionable literary scene of the twenties and the Spanish Civil War, to reveal a poet willing to sacrifice all for his art. His verse and life were an attempt to unite the warring elements in his nature; both a dreamer and a passionate man of action, hating authority and needing discipline, he fought his own bisexuality while never recovering from his wife's affair with Vita Sackville-West. Despite his bonhomie he was a man "cut off from humanity", turning late in life to Catholicism for support. Labels of drunken belligerent and fascist may still persist but this worthy first biography goes a long way to discovering the man behind the image.

K. K.

Winning the Derby

Howard Brenton's sprawling social documentary, Epsom Downs, takes place on Derby day and is meant to show us a slice of English life, warts, workers, ruling class, exploited women, despised ethnic groups, religious fanatics, corrupt socialist peers, horses, jockeys, punters, lunatics, lovers and all. It is an ambitious play put together originally in 1977 with the aid of the Joint Stock Company and developed with the author in rehearsal. The difficulty with this procedure is that the final work can become too much the property of the company which helped create it and other companies may find that it does not accord with their own style and range.

The Greenwich Young People's Theatre, however, took it on last week, and brought off a minor theatrical coup.

At the outset the play seemed a little beyond the performers' grasp, but this could well have been the fault of the script. The first act has little shape to it and characters make too brief an appearance with too few lines to speak to establish themselves. The result is a parade of one-dimensional stereotypes. Added to that the early pace of John Carberry's production was too evenly paced and the actors' timing just off enough to miss much of the humour in their lines.

However, in act two the company reclaimed the play for themselves completely and the action took off in a most spirited fashion. During the running of the Derby itself the characters drew together into a cheering crowd whose mounting hysteria was whipped along magnificently by a breathless commentator superbly played by Reg Payn. The crowd movements were orchestrated with great gusto and the impact was that much greater because of the slowness of the first act.

There were a number of nicely observed character performances, notably from Tim Johnson, Sarah Starr and Wendy Brett as a convincingly cheerful family teetering on the brink of fecklessness, and Simon Neville and Glenda Kingdon as a pair of batty evangelists who finally see the light and stagger off to drown their sorrows in sin. It was an ambitious production which fully demonstrated the company's qualities as an ensemble and which, at the end, left their audience genuinely enthralled.

Gordon Bowker

Costume drama

Srinagar
Commonwealth Institute until April 18.
Admission free.

Lovely, lovely, lovely. Perhaps no aspect of a foreign culture is so readily accessible as its clothing – how much we guess about ways of life from a Raja's embroidered coat, a peasant woman's twisted cloth skirt. The Commonwealth Institute's delightful display of Indian clothes, charmingly hosted by costumed Indian ladies, is a real treat in a week of heavy cultural inputs – and no less informative. Schoolchildren in pursuit of projects and adults passing a pleasant while should alike find this burst of colour and texture a visual treat.

The wonderful Royal choga, an embroidered gold coat worn by the Moghul emperor, and the rich velvets and brocades worn by Begums and Nawabs form the centrepiece to the exhibition. Marvellous as these are, and the draperies cloth-of-gold and tissue silk worn with them, they are less intriguing than the display of regional dress which lines the wall. The extraordinary variety to be found underlines the vast diversity of India itself. From the heavy mirror skirts worn by gypsy women in Kutch in the west to the fine muslins of Bengal, from the searing bright tie-dye and ikat weaves of Rajasthan and Gujarat to the heavy sombre cloth of Buddhist (Tibetan-influenced) northern Bengal and from the pale baggy clothes of the Sikhs to the gaily woven flower and animal saris of central Maharashtra and the gleaming intricate patterns of the Assam silks – the urge to beauty of a whole subcontinent shimmers and spreads itself before you.

As well as the finest muslin and drawn threadwork of the princely courts, the collection encompasses garments made from coarse cloth, bedecked with jungle feathers and sewn with shells. The tribal peoples of India are often forgotten in geography books and cultural expositions, but they number many millions. Here they are well represented with their drums and horned headdresses, they heavy pewter bangles and strings of roughcut beads. Some of these people wear little more than strips of cloth wound round themselves, but masses of ornaments. Others, like the Nagas of the north east, are influenced by the designs and techniques of their neighbours.

Then there are the fascinating masks and costumes of the dancers and players. Embroidered waistcoats worn at festival by Punjabi farmers on feast days, many-layered appliqued skirts sported by Rathakali dancers: the invention is infinite. Even a case full of *pagdis* – turbans made by twisting one long piece of fine cloth – astonishes by the intricacy with which these lengths of siennese ochre and burnt pink are twisted and knotted.

Victoria Neumark

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Celtic visions

Neil Munro at the International Festival of Film and Television in the Celtic countries

The International Festival of Film and Television in the Celtic countries came of age at the third festival, held last week in Wexford, southern Ireland. That is the claim of the event's director Mr Michael Russell.

And yes, he had a point. There was triumphant organization, a stimulating seminar, some remarkable films that would have graced Cannes (there the similarities cease; there were no nubile Celtic handmaidens at Wexford), practical chat between film-makers about their craft, friendships cemented, generous Irish *hospitality, witty conversation and much drink.*

But one wondered at times where the Celtic bit was – even in the only formally independent Celtic nation, Ireland. Mr Con Bushe, the head of children's programmes at Radio Telefis Eireann, informed us that his own organization did not produce a single children's drama programme which was "quite disgraceful" in a country with over a million people under 15.

Then we heard from Mr Rhodri Morgan, head of the EEC's information office in Cardiff, that there were no similarities between the Celtic countries, the final irony being that they have to speak English to communicate with each other. For good measure, he claimed that the Welsh channel 4 was perhaps a decade too late to save the Welsh language which could soon be the only one in the universe to be spoken entirely by university graduates.

Thirdly, in a most disquieting film by Bob Quinn, *The Last Days of the Gaeltacht* (a festival prizewinner), we were told that Gaelic Ireland was almost dead and gone and its language *may already be with O'Leary in the grave.*

And, finally, where were the real, live, local Celtic laymen and women amidst the afficionados? The only one I met was a draper from a neighbouring village who looked most disgruntled. Is there any point in a Celtic film festival that is just another film festival?

At the first festival two years ago, people complained about television ignoring Celtic film-makers. Now they are almost complaining that the explosion represented by Channel 4, satellite TV, cable TV, pay-TV was offering too many opportunities, which were dismissed as "à la carte TV, this celestial meals-on-wheels". Is there any way of stopping it coming into the country?

It was one of the themes of Professor Raymond Williams, drama professor at Cambridge and author of *Culture and Society*. Local communities must learn to control the paranational cable TV companies, he said, so that the content of the new services would not take second place to the technological "gee-whizzery". But Mr Desmond Fisher of RTE warned everybody not to get paranoid. Choice would be increased and TV programmes could be picked as magazines on a railway counter. "The way to defeat bad programmes is not to stop them but to make better programmes," he said.

Ironic note of the week was the prize to *Last Days of the Gaeltacht* as "the picture that most challengingly encapsulated the idea of a festival". It was a film about a vanishing language. This year, at least, the festival has been strengthened and it returns to Scotland next year. Let us hope that film was not a portent.

Ways of seeing

John L. Norman at the NATD conference

The conference season, like spring, is with us once again, and at the Fourth Annual Conference of the National Association for the Teaching of Drama much new growth and energy were evident. The conference, held on the weekend of March 26th amidst the parklands of Nottingham University, was attended by 80 drama teachers from every branch of education.

The aim of the conference was to explore the problem of evaluation for those using drama as a learning medium and build upon the foundations laid at the 1981 Keele Conference. Two specific questions were posed: "How can teachers be more exact about what children learn through drama?" and "What types of learning are central to the drama process?"

The first session featured the Conference Leaders Dr Chris Day and Professor Jim Eggleston in a double act dialogue designed to energize the participants and illuminate the issues. Chris Day, in his role as straight man, outlined a view of learning through drama as an inquiry based activity in which curriculum, pedagogy and evaluation are negotiated and therefore problematic. What was needed, he suggested, was an approach to evaluation which took account of the nature and procedural values of the drama process but also allowed teachers to reflect productively on practice. In response, Jim Eggleston, almost too convincing in his role of "educated philistine", paraded a variety of not exactly novel objections, and argued that drama, like any other element of the curriculum, should not be immune from "tests for truth". Finally, after this dazzling display of discovery based teaching, to nobody's great surprise the protagonists were able to agree and propose a model for evaluation which explored intentions, process and outcomes. Such a model, argued Professor Eggleston, would enable drama teachers to persuade the professional, academic and political "communities of discourse" that they were indeed gainfully employed.

On the Saturday morning Chris Day introduced the notion of "responsive evaluation", which through the triangulation of evidence provided by observers, seeks to establish truth rather than proof. The distinguished between "looking for", which involves a consideration of teacher intentions, and "looking at", where intentions are not seen as critical. Working groups were charged with the task of deciding a. what to observe b. how to observe it and c. how to interview the pupils after the demonstration lesson. What should be observed was "the process of learning encouraged by the teacher, the responses to this that the pupils make and the outcomes of these responses". Each participant was provided with examples of observation schedules which they were invited to adapt to their needs. These focused on teacher talk, non-verbal signals, organization and pupil tasks, negotiation, interviewing and ways of organizing observational data. Thus briefed and armed the groups moved off to engage in a process of learning to discover which was entirely consistent with the procedural values outlined by Dr Day in his overview of learning through drama.

The highlight of the afternoon was a one hour lesson taught by Dorothy Heathcote, the President of NATD, with a group of first-year secondary pupils. Sadly, only the delegates could be present at the actual lesson while the rest watched on television monitors. Despite the lack of contact with the real dynamic of the lesson it was a privilege to watch the apotheosis of "teacher as artist" give so greatly of herself. In circumstances hardly conducive to a chat show, with an unknown group and clearly inexperienced in the demands of "living through" drama, we observed a rich complexity of class signings, registers, risks and negotiations as Mrs Heathcote strove to engage the class. One could not help feeling that asking Dorothy Heathcote to teach in these conditions was a bit like asking Michelangelo if he has a spare hour to splash a coat of paint on to the ceiling of a local chapel up the road.

Following the lesson, delegates had the opportunity to question Mrs Heathcote. Her comments, combined with the information which emerged from the subsequent meeting of an interview about her intentions and the post lesson discussion with the children, provided useful material for the group evaluation task which filled the remaining sessions. Quite apart from the analytic exercise, she offered us a valuable insight into the way a teacher perceives the potential learning encounter, context planning, and an understanding of her view of the drama medium as "a bonding agent bringing separate conceptual maps together".

Ultimately, you cannot plan for the people all the time. Some delegates felt that learning to give ways of evaluating drama was economical and wanted more guidance, while others commented upon the lack of a frame for their experience, feeling that the introduction and conclusion of the conference had done nothing to create a sense of urgency and quest. Many regretted the lack of a chance to share conclusions, develop the idea of a taxonomy of learning outcomes, and explore how these observation techniques could be adapted to personal classroom habits. They also wanted to know whether Professor Eggleston was an "educated philistine", but since he had disappeared, none but he can tell. Perhaps it really doesn't matter.

What does matter is that 80 drama teachers spent a weekend in a concentrated endeavour to open their eyes to ways of seeing. The evidence gained from observing their learning process suggests that this conference, like spring, caused the sap of hope and inspiration to rise. Combined with the methods of evaluation explored, only time and the publication of the group reports will enable us to be precise about the outcomes. *Reports on this conference and the 1981 Keele Conference will be available shortly from: Maggie Mellor, NATD Secretary, 30 Hawthorne Road, Streatham, London SW16 3PD.*

Home-grown humour and classics

Sinbad. Wandsworth School.
United We Stand. St John's School, E13.
King Lear. Whitgift School, Croydon.
The National Health. Epsom College.

There was a picture of Mr Norman Tebbit, Secretary of State for Employment, on the noticeboards advertising *Sinbad* at Wandsworth School. "Our sponsor", said the caption.

Midway through the school's musical version of that old, old story I started to wonder whether that was significant. Were social dropout Sinbad (Justin Heque) and his quest for adventure really allegories of a generation's quest for work? If so, why was our hero played as a limp-wristed fairy? And if Captain Shark was Mrs Thatcher who or what was Crackpot the Calif, or Mania? "One-legged men cannot pull their socks up", he said. Very significant. And: "Bald-headed men should not play marbles". (One there for Mr Tebbit perhaps.) But long before the end of the evening I'd given up caring, won over by the zany humour, colour and life of this unpretentious, home-grown show, put together with the help of the girls of Hayfield School.

United We Stand, another new musical, left me less sure I'd had a good time. An unlikely mixture of *Zigger, Zagger* and *Lysistrata*, it was premiered on home ground by St John's School, E13 before moving to the Theatre Royal, Stratford East for a week. But the tuneful songs (music by Ken Bolam) could not redeem some weak dialogue and a general reliance on easy caricature. Four camp TV reporters *and* a gay vicar is going too far – and a great waste when a company has as much energy and talent as the 30-odd from St John's put into this show. Between them, Diane Watson and Delores Fredericks could take Diana Ross apart and still have time to deal with the lovable idiot Robbo (Anthony Lynch).

Like a girl at the gay vicar's disco – in one sense at least – schools in the "independent sector" are currently hooked on the classics. Hence, in succeeding weeks, a Peter Nichols at Epsom College and some breath-taking Shakespeare in Croydon.

Coleridge might have considered it unaciable but, suitably and discreetly cut, *King Lear* proved well within the capabilities of a gifted cast at Whitgift School. In the title role Michael Baker was magnificent, "every inch a king", and a thinking, suffering king at that. Other highlights in a thoroughly memorable evening included Justin Holcroft's Edmund, rasping and cooing by turns, and an abstract set by Henry Maslin which would have looked good on any National Theatre stage.

Every bit as good, though in every way dissimilar, was Peter Nichols' *The National Health* at Epsom. This medical show to end them all sets sketches of life in a run-down male surgical ward against snatches of a doctor-nurse romance intentionally as awful as anything on *Emergency Ward 10*. Director Stephen Oliver and his cast were wholly successful in the difficult task of playing these off, one against the other. Never did they get bogged down among the bedpans and let the edgy, nervous humour flag in the ward scenes. Neither was the heart-stopping, literally kidney-swapping romance of Staff Nurse Norton and pine-fresh Dr Boyd allowed to assume undue importance. Instead, some finely controlled acting drew the audience into the comedy and held them, even through the amazing musical finale. Even *Angels* can't do that.

Hugh David

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Sketches, satire and MADness

It was a good idea on the part of Kings Norton Comprehensive School, Birmingham, to hold recent drama for a sequence of linked sketches. The school's small drama studio was just right for a scene from Peter Nichols's *A day in the death of Joe Egg*, followed by Howard Brenton's short *Gum and Goo*, written for a Brighton Teachers' Conference in 1969, with, after the interval, three of the five sketches that Alan Ayckbourn has put together as *Confusions*.

How well children mimic grown-ups. But now much stronger would the drama have been if they had been performing their own script, for as domestic tension gave way to adult regression, petty quarrelling in public places, and simple, boring grown-up loneliness, one had the awful feeling that the pupils were trying these roles on for size. Only *Gum and Goo*, a strange little game of childhood, did not reflect this future.

A couple of suburbs away the lower sixth formers of the two King Edward VI Camp Hill Schools, Kings Heath, packed a brilliantly controlled anarchic punch into their one act, a zany, sparkling revue that shone the satirical spotlight on libertarian education, community policing, kidney-snatching doctors and avant-garde drama, and much else, including an interview with God, the whole backed by an outstanding jazz-rock band. The girls accepted, too many traditionally decorative roles in this male-written and -directed show, but there's no denying it was first-rate entertainment.

Down in the inner city the St Paul's Youth Theatre, Balsall Heath, came up with a great idea for a farce: a youth study centre on Dartmoor is double-booked by a boys' borstal and girls from a convent school. On arrival they become immediately snowbound, with predictable results. At times you got the feeling that the best of the entertainment was happening off-stage – from the boiler room, for instance, from which screams and shouts issued forth accompanying the taking off of clothes – and the play did perhaps tie itself in too complicated knots of mistaken identities, but the production's playfulness was infectious.

Forest Youth Theatre, at the community centre in Leamore, near Walsall, put across a simple message with bitter humour – "Do something now or inevitably there'll be a nuclear holocaust!" M.A.D. (from a military term, Mutual Assured Destruction) was subtitled a Nuclear Cabaret and through singing, mime, dance and song the company demonstrated argument and counter-argument and pleaded to grow up into a sane, peaceful world. It was in their own words and they showed that could only have been done those words across with moving conviction.

D. J. Hall

extra

Aspects of history

The lion's share

By Linda Hall

What depresses me as a school governor when interviewing teachers for promotion is their uniform lack of vision. They are invariably so cautious and timid about appearing idiosyncratic that they seem simply bogged down by the *minutiae* of school's daily routine and have never given the wider, more philosophical questions of objectives and means a second thought.

This is true even when the post is a 'senior' one and has as its specific remit to promote curriculum development.

This state of affairs both depresses and amazes me because in quieter moments I ponder just what curriculum I would introduce to a school or across the nation were I, by chance, to become Commissar for Education.

Joking apart, it is surely salutary occasionally to take stock and consider just what schooling is for and what is actually going on in schools in the name of education.

Much of what has gained prominence in secondary schools in the last decade or so as comprehensivization has become the order of the day strikes me as time filling and about as "educational" as basketweaving. In my post-revolutionary school, therefore, art, pottery, dance drama, PE, games would take a back seat (even on the remedial pupils' timetables) as they used to do. Instead, at the very centre of *my* curriculum with 25 lessons a week from the first year onwards would be history. Those effective artistic areas so prominent in present curricula are best left to adult education classes where they are always available. Only school can begin the process, which is long and arduous – of promoting the cognitive and intellectual development of all our pupils.

More than any other subject in the secondary school (and this applies to primary schools) history promotes thought, reasoning, speculation and judgment – those higher order intellectual skills which DES reports insist on the need to include and which are missing from so many of the activities that pass for education. It is surely not surprising that more and more stress is being laid on the core curriculum.

At this point let me hasten to add that as an English specialist I cannot be charged with either bias or empire-building (or both) in placing history at the centre of my ideal curriculum.

It has been wisely said that history is the house in which all other subjects dwell. . . music, science, geography, English literature and English language all have an historical dimension. It is incredible to me that this dimension is rarely, if ever, incorporated into the syllabus and preparation of any of these subjects in school. It was left, for example, to the Schools Council History 13-16 Project to offer pupils the innovatory "History of medicine" course. Shouldn't this be included in a general science syllabus? With barely two lessons a week on average until O level or CSE, it is too much to expect history teachers to investigate all such fascinating and relevant areas.

Belfast street scene: without knowledge of the past, children find the modern world chaotic and incomprehensible.

The past impinges on our lives in so many varied ways that failure to expand history provision in schools is indefensible. Without knowledge of the past, children find the modern world chaotic and incomprehensible. When viewed, however, through the lens of history as the product of processes and struggles begun long ago, it becomes coherent. Even more importantly than that, the nihilism rampant in our society among the young (aided and abetted by commercial exploiters) would find less fertile ground to grow in, if our pupils had a working knowledge of some of the tremendous human achievements of just the last 200 years.

The struggle of ordinary people, our own ancestors, to improve their (and our) lot in the last century is truly inspiring. A sense of futility is hard to maintain when one is faced with the dynamic force that is history for its very essence as a subject is *change*. In an age of rapid change such as our own, the study of history must have a vital contribution to make in helping our pupils understand our present problems.

History seems to be supremely relevant in a way that the ephemeral immediacy of social studies is not, though its shallow and static descriptiveness often passes for relevance today. Not for nothing did ancient Chinese emperors and provincial governors employ historians to consult the records whenever they had to take far-reaching decisions. They presumably felt as Macaulay did – "No past event has any intrinsic importance. The knowledge of it is valuable only as it leads us to form just calculations with respect to the future". Few school subjects have the potential to promote such profoundly intellectual processes. It is simply scandalous, therefore, that on present timetables history is rarely on a par with games in the number of weekly periods allotted to it!

It is for reasons such as these that I would advance history to the lion's share of the timetable, along with English. History's expanded allocation of 5/6 periods per week ought to be divided roughly equally between British history (2), world history (2) and local/family history (1). To those who have not yet been converted to world history, I would stress that, though it is a cliché, "the global village" is nonetheless a reality. The world intrudes daily into our pupils' lives via television news and documentaries. As adults they will be required to pledge tacit support for this or that ally and hate this or that enemy. Some sense urgently needs to be made of it all for without historical understanding the danger that propaganda will do their thinking for them is very real.

The study of the local environment enables pupils to work on a smaller scale and at a slower pace so that the handling of documents like census returns, maps and parish registers becomes feasible. Through the use of such documents the skills of interpretation and deduction can be carefully nurtured. Pupils will also see revealed the local effects of national, and even global, events.

With its concern for evidence, its awareness that evidence is limited and often partial; its insistence that all judgments are provisional, dependent on other, perhaps contradictory, evidence coming to light at a later date, history cannot but develop sound intellectual skills and attitudes – ones akin to the rational scientific frame of mind. There is no contradiction in the recognition that historical events often provoke a sense of moral outrage in our pupils. What it means is that history above all other subjects can unite feeling with the practice of reason.

What a shame that history does not permeate the whole curriculum! Why is it that art departments never teach the history of art and architecture except for external exams; science departments never include a history of science, technology and medicine in their syllabuses. Comes the revolution!

Linda Hall is senior lecturer in English and Professional Studies at Bulmershe College of Higher Education.

Saxon site

The Anglo Saxon village at West Stow is without doubt one of the most exciting historical sites in East Anglia. Trying to imagine what it must have been like to live in the past, from the usual evidence provided on an archaeological site, can stretch the creative powers of the serious adult scholar let alone the child at school.

Visitors to the West Stow Country Park, near Bury St. Edmunds, have no such problem; for here, in delightful woodland surroundings, a team of archaeologists is busy reconstructing some of the 80 Saxon domestic buildings which were discovered at the West Stow site when it was excavated during the period 1965–72. This experiment in "living history" has a fascination for all who see it – from the general visitor with only the vaguest of notions about the Saxons, to children of all ages from first school to sixth form.

From the point of view of the serious student the interest of West Stow lies as much in the controversy which surrounds the interpretation of the pits which have been found below the huts. In the past it was thought the Saxons must have constructed lean-to walls over these pits to make dwellings shaped like simple tents. However archaeological evidence has suggested an alternative explanation – that the pits were boarded over and conventional cottage structure erected over the boarded spaces. The insulating and damp-proof qualities of such a floor are well known. Archaeologists have also been able to distinguish between simple huts and bigger more sophisticated halls which were used as communal meeting places.

Admission: Although the site is only open to the general public from 2 to 5 pm on weekdays from April to October (excluding Mondays) it is open at other times of the day and year to school parties *provided* the organizers book well in advance and arrange a mutually convenient time for the visit. The only restrictions are that the maximum number in the party must not exceed 30 and there should be one adult (not necessarily a teacher) with every 10 children. The guided tour of the site lasts about an hour and the inclusive cost is £5 up to April and £7.50 thereafter.

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Philip Sauvain

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Mirror to the past

An increasing educational bias is one of the aims of the magazine "History Today" Report by Victoria Neumark

History Today, making "good history available to a wide audience", has been on the bookstalls since 1951. From 1951 until 1979 it was edited by two distinguished writers, Peter Quennell, and Alan Hodge. It passed from the original ownership of the *Financial Times* to Longman's, changed format, and last year was bought by a consortium of four under the company name of Trueword.

Why *History Today*? The name was hit on by chance, in the smoking room of the House of Commons, early one morning in 1950. John Rodgers, MP, suggested that Brendan Bracken, chairman of the *Financial Times*, should start a magazine "to help get across to young people the message that they should take a pride and an interest in their country's history." From that first Festival of Britain enthusiasm, *History Today* has grown wider in appeal, but remains, as its editor, Juliet Gardiner, says, a periodical for the interested layman of "the sort of history that is being written today, the most honest reflection of history as a living subject possible".

Today the magazine has a circulation of nearly 30,000, many on subscription and from places as far away as the US, Canada, New Zealand and Australia. School, colleges and libraries are regular subscribers, and Juliet Gardiner has plans to make the magazine even more education-orientated. Articles are chosen with an eye to the curriculum, and she has been liaising with Carol Adams of the ILEA's resources centre at Clapham to find out what teachers want. "Wall-charts" was a large part of the answer. An oral history project has been mooted, but is rather hanging fire at the moment, since teachers have little enough time to plan ahead and need resources ready to hand. So several sixth-form conferences are on the agenda. School and student essay competitions have proved very popular, with some of the more than 100 entries being of high quality.

With the increasing educational bias of the magazine has come a series of articles on specific topics, often tying in with events in the worlds of arts or current affairs. The History of Blacks in Britain was keyed in to conferences and publications in the autumn of 1981; Japan in the Twentieth Century and Japan: The Closed Country were timed to coincide with the Great Japan Exhibition; and the April issue celebrates this year's Festival of India. The "something for everyone" balance of the magazine has not been lost, and the established interests of faithful readers get regular space. The Blacks in Britain issue also included articles on Poland 1910–26, Britain in Persia 1919, Gilbert and Sullivan, and Spas: Pleasure or Penance, as well as a think-piece on Toqueville: Democracy and Revolution under the rubric "The Historian as Philosopher". Book reviews, an introductory piece on War and the Past, a review of the British Museum's Image of Augustus exhibition and a lighthearted cookery endpiece on eating from Mell Feast to Michaelmas completed that month's issue.

"We try for the slightly unexpected as well" Juliet Gardiner says. "Unlike a certain American periodical with a circulation of more than 200,000, we feel it's important to write about more than the American or English civil wars." "At the same time we don't want just to fling an article at the reader – we want to build up some sort of picture so that the readers feel they have some purchase on knowledge." The flavour of the magazine comes, then, partly from its wide-ranging scope. Juliet Gardiner instances a recent article on Portugal. "It's possible to teach recent European history without once mentioning Portugal, and yet it's very important." It is vital, the editor feels, to keep filling in the periphery of the curriculum, and by varying and broadening the subjects covered make, as Juliet Gardiner says, "a series of composite threads which, as it were, unpack the truth about the past gradually. No dramatic revelations".

The other essential ingredient of the magazine is the quality of the writing. The book reviews are aimed to help teachers as a guide to what is popular and current since the Sunday papers squeeze out textbooks and the academic journals can come out as much as two or three years late. Most of the articles are written by academics with a particular interest in the subjects – a recent piece by Professor Hugh Trevor-Roper on Prince Rupert of the Rhine was suggested by him as an outcome of his current work. Not all are commissioned, Juliet Gardiner cites, with a smile, the ideal *History Today* article as "flower collecting in the last century". This particular feature was sent in and could have been dismissed at first sight as a twee excursion into the by-ways of history, but turned out to have all sorts of implications about the spread of colonialism. How did tea get to India? Or rubber to Malaya? In fact it was "a well-written carefully constructed argument about a narrow theme which made a wide point", which is exactly what *History Today* is about.

As Juliet Gardiner remarks, "history is not a jigsaw. The latest *facts* aren't going to change things." Debate is of the essence of history. While *History Today* has stayed out of the more technical discussion on historiography, the editor recognises that many people interested in history are little sceptical and has run occasional series on current historiographical trends – which are also rather useful to teachers. The more specifically school-orientated material keeps off the most debatable ground but keeps to the magazine's general policy of not telling the reader what to think. To teachers burdened with doctrinaire textbooks this approach should come as a great relief. Disentangling argument from ideology is a great intellectual service.

It is this gentlemanly attitude to the reader which has produced such a keen readership. "We get a lot of mail from readers, and it's not just the cranks who write: A typical letter might say, 'I did so enjoy your article in March but I thought the April issue was poor' "

With forthcoming issues to include coverage of the reconstruction of the world after the 1939–45 war and the Industrial Revolution "as it looks now", with fact sheets, wall-charts and sixth-form conferences on the cards, a new generation of *History Today* readers should be brewing in the schools. As the editor says: "What I want for *History Today* is to really live up to its slogan "the magazine that brings the past to life – and does that for the widest possible range of readers."

Bernadette Folliot

PORTRAITS OF SOCIETY

Popular fiction in 17th-century England

Title page from Margaret Spufford's article in the February issue of "History Today". The illustrations throughout the magazine offer a rich resource for teachers

Book reviews

Hymns to hard work

A Funny Old Quist. The memoirs of a gamekeeper. By Evan Rogers. Dennis Dobson £6.95. 0 234 72258 4.
Journals of a Methodist Farmer 1871–1875. Edited by Jean Stovin. Croom Helm £12.95. 0 7099 2324 4.
East London Record No 4. Edited by Colin Kerrigan.
East London History Society 75p. 0 141 6286.

Is it really an "ordinary" gamekeeper who can tell you both that stained glass windows by Comper always include a spray of strawberries and that the best way to catch a wild cat is to lure it with a raw kipper? Be that as it may, Evan Rogers's reminiscences of more than 80 years, taped and edited by Charles Murphy, are a rich record of nature study, social change and – as in the Solomika scenes from the First World War – world history. Herefordshire is his county, Brinsop his estate; and there is a lively account of the excitement in the village when his boss married Madeleine Carroll, the filmstar.

Hardyesque events are there too, especially in the early years: the young mother giving birth in a hedge and then finishing her stone-picking so as not to lose a shilling's pay; the author's own brutal father whose family all left him as soon as they could. Conservationists might ponder the merits of free-range rabbits, pheasants and partridges as opposed to battery hens and calves. The book is a mine of interest and information and a hymn to hard work.

Farmer Stovin worked hard too, and historians will be glad to have this first-hand account of Victorian agriculture in Lincolnshire. But there is a world of difference between a tape-recorded conversation and self-conscious diary keeping, and the pious Stovin (he was an Independent Methodist lay preacher) is heavy going. One feels for his strenuous and eventually unsuccessful efforts to make a better living. One feels even more for his constantly pregnant wife. (Small wonder that she was apt to pay protracted visits to her relatives.)

The East London History Society's fourth annual anthology has some lively contributions – and some rather pedestrian – with excellent illustrations. Particularly striking is an extract from the autobiography of a Shadwell lad, written in phonetic spelling, whose criminal career is pure Dickens. He was born in 1777, transported to New South Wales in 1792 (and by his own account richly deserved it) and later pardoned. Owing to the good offices of the Church Missionary Society he learned to read and write – almost – and eventually became the inspiration for one of the characters in *Swiss Family Robinson*. There is also a piece on the egregious Pemberton Billing, a typical anti-semite, and another on seventeenth century witch-hunting.

Life and Labour in Rowhal... 1780. By Robert W. Mal... Hutchinson Social History o... land £12.00 0 09 144380... 144381 4.

Four-fifths of the English peop... the eighteenth century did ... the work. They got, ... some of the credit but little ... of the reward. Indeed, says ... Malcolmson in this study of ... labouring people, they were ... whole worse off at the end of ... century than when it started.

In this attempt to explain the ... perience and attitudes of the ... ticulate masses he tries to ... seeing through the distorting ... the privileged eye, to present ... actual realities of plebeian ... rather than the "conventional ... images". This turns out to be ... a process of reading between ... lines; and a great many lines ... are, for Dr Malcolmson's ... bibliographical notes and ... quotations demonstrate how ... sively and successfully he has ... contemporary literature and ... interpretation. No *Seasons*, ... no *Deserted Village* or Parson ... forde, for all the apparent ... of their sentiments. Too ... and too genteel, perhaps.

For a general survey, this ... frustrating gaps. The function ... the village community, the ... the poor, urban contrasts, the ... ence of church and chapel, ... diet and housing: these are ... themes dismissed as irrelevant, ... because they are ... documented; or else abandoned ... a few tantalizing hints and ... sion. They have no place in ... pattern.

On the other hand Dr Malcolmson explores with enthusiasm the ... and diversity, instability and ... tainty of working life. The ... household was often a ... largely self-sufficient unit, ... sustenance from multiple sources ... complementary employments. ... poorest claimed customary and ... tional rights; and on occasion ... fended them with vigour, as ... militant wives headed "food ... or cottagers tore down fences on ... commons.

Once, it seems, all folk had ... "limited and not always ... rights *in* things." How this ... state gave place in piecemeal ... to the polarized world of haves ... have-nots, when the few ... virtually unlimited and ... rights *to* things", is the burden of ... Malcolmson's final chapter. He ... falling real wages (he is pretty ... they did fall) as something of a ... issue in the "standard of living" ... bate. Rather, his pessimism is ... on the destruction of a rich ... al culture, of customary and ... rights, folk belief and popular ... tion. It was the labouring men ... women, Dr Malcolmson tells us ... few would argue) who "bore ... brunt of the dislocations, discomforts and personal upheavals ... associated with economic ...

Tom Corfe

Content confronted

Richard Brown and Christopher Daniels on why history teachers need to consider a "minimum core"

The debate on history in schools, ... begun in the late 1960s, has led to ... teachers placing more emphasis on the ... subject's "skills". This debate was ... necessary and has developed many ... exciting ways of looking at the past. ... By constrast little has been written ... about the content of history. Educa... theorists and history teachers alike have ... waxed lyrical on the ideals, aims and ... objectives, they have produced various ... taxonomies and validities for skills, but ... they have not attempted the same for ... content. It seems that content is made ... to fit the Procrustean bed of skills.

In a paper, "Is there still room for ... history in the secondary curriculum?" ... (*The TES*, December 11, 1981) we ... criticized the 16-plus National Criteria ... for History for failing "to grapple with ... the issue of a minimum core of con... tent". We were taken to task by J. G. ... Timmius (*The TES*, January 8 1982), ... and we welcome the opportunity to ... reply to these criticisms and as a result ... to confront the issues posed by our ... assertions about "minimum core".

Mr. Timmius seems to have struck ... upon our comments about minimum ... core and has not read them in relation ... to the defence of the relevance of ... history. This relationship is very im... portant and somewhat negelected to... day. It may be "sensitive" to argue that ... pupils need to know certain fairly basic ... things, but many employers and ... teachers are critical if pupils do not ... know, for example, how the modern ... welfare state came to be what it is.

Is Timmius arguing that all content ... in history is equally educationally ... worthwhile? Some areas of experience ... in history appear to us to be more ... important for pupils in British schools ... to have studied than in others. There... fore, the critical question appears to ... be: "Which topics?"

We are asking for a consideration of ... the issue to see whether any consensus ... is possible among history teachers. ... Perhaps Mr. Timmius is correct in ... arguing against a minimum core for the ... 14-to-16 age range since many pupils do ... not take the subject to that level, ... although the criteria we argue for ... could be applied to them. But the same ... cannot be said about pupils below that ... age and it is to them that we turn our ... attention.

Let us first be clear by what we mean ... by content in history. It concerns ... events that have happened in the past ... to gain as a social animal. These events ... take place at all levels, not just the ... great deeds and great people but the ... day-to-day life in the past. This defini... tion locates historical content firmly in ... that part of the past for which written ... records are available and excludes ... prehistory from consideration.

This may appear to be a rather ... arbitrary division of the past and ... perhaps it is, but analysis of prehistory ... is qualitively different from history ... proper. Since all historical events are ... unique in that they cannot be re... enacted in precisely the same manner, ... it is essential that events should be ... located in time and their relationship ... with each other established. This ... means understanding the relationship ... between time and human actions – a ... sense of chronology which plays *the* ... central part in developing understand... ing in pupils.

Finally, content is concerned with ... the similarities and differences be... tween events and people in the past. ... These features, we believe, contain ... possible ways for determining criteria ... for content in schools.

It may well be argued – and we ... would agree – that what we have done ... is to divorce procedural and propos... itional elements of historical know... ledge in an artificial way. However, ... this is exactly what has happened in the ... past decade but from the other side. ... What we have consistently argued for ... is a synthesis between the two. What ... worries us is not that pupils can now ... use historical skills where previously ... they could not, but that they may have ... little appreciation of where these skills ... fit into the seamless web of the past.

George Kitson Clark has provided ... us with one possible way of ... approaching the question of what constitutes worthwhile knowledge in history. He differentiated between the past and the "facts" of the past. He argued that an event in the past does not become a fact – by implication it seems facts are worth knowing – until it has gone through a long process of being accepted as such by professional historians.

He used the example of a gingerbread seller kicked to death by a mob at Staleybridge fair in the mid-nineteenth century. This is not an historical fact, at least not yet. Could we use this distinction to determine content? Only facts would be included.

In itself we think not, since, although studying a small, unexceptional village using parish registrars may not turn up facts in the Kitson Clark sense it may still be a perfectly valid and highly valuable educational and historical experience. However, the teacher who concentrates soley on this type of history could rightly be criticized. We may conclude that worthwhile knowledge in history means looking at both the facts and the past. The former may constitute the framework on which the local examples fit and for pupils both are necessary and valuable parts of their education.

One of the main props of the attack on history in the late 1960s was that it used a chronological, Euro-centred approach. It was argued that this made certain invalid assumptions about the difficulty of modern history and the ease of ancient history. This may well be true, but one advantage of looking at history chronologically was that it did help to develop the concepts of change and continuity through time, which many modern syllabuses do not.

If we argue for a chronological approach we have to face the highly relevant issue raised by Mr Timmius of: "how do you ensure a progression in content between primary and secondary schools?" This is a central problem since doing the same chronological span twice at a "gallop" is educationally undesirable. Since some secondary schools have large numbers of feeder primary schools this may seem insurmountable.

The criteria we have produced should help to overcome this problem but primary/secondary liaison at departmental and school level is a prerequisite to success in this area. This necessitates a willingness among teachers to communicate with each other and this does not mean expecting primary or lower or middle schools to change their syllabuses to suit the secondary or upper schools but an awareness by both of the problems of the other. The problem can be overcome if there is a willingness to compromise rather than argue from entrenched positions.

What history should a pupil have considered by the age of 14? Mr Timmius raised some of the questions which arise from this:

(a) Assuming no pupil can study all history by 14, how is the choice of what should be studied to be made?
(b) By whom ?
(c) Is there a minimum core in history that all pupils should have studied ?

The choice of topics is made by the teacher who acts as the ultimate arbiter of selection. Many teachers never consider what they are actually teaching. No African or Black history is taught because their school is not a multi-racial area, a highly myopic view given the increasingly multi-racial nature of British society. This may lead to a highly subjective choice of content.

Pragmatic considerations are also important. What areas has the teacher expertise in? What resources are available? who is teaching the subject (a major consideration in primary and middle schools where non-specialists predominate)? There is also an important distion between mature and real history that is rarely appreciated by history teachers and almost never translated into classroom practice.

Pupil: I fancy doing some work on the history of football.

Teacher: You must be joking. That's not real history.

What the teacher is in effect saying is that either he does not know anything about the subject of football and so feels unable to make any contribution to the pupil's understanding of the subject or that the subject is peripheral and that you cannot learn any real history through it (an invalid assertion). This leads to the history of football being out of history syllabuses and the history of England being in. History teachers should perhaps look at work being done by music departments where "serious" music is often approached through pop and jazz.

Yet the choice of what should be included or omitted from the core should not be influenced by any of these issues. It must be based on what is educationally valuable for the pupil. This choice is the responsibility of the history profession and although there may be immense problems in achieving any consensus we believe that unless we grasp the nettle and put our own house in order – apologies for clichés – then it will be done for us.

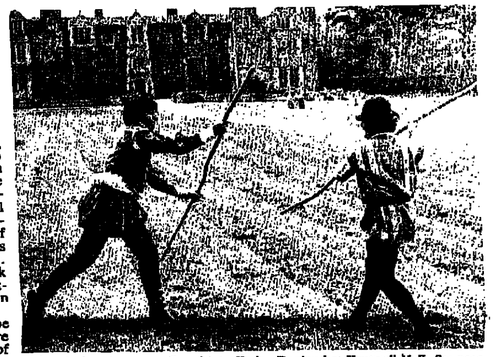
The following criteria seem to us to be an essential and yet flexible basis for determining content:

(i) All pupils should study history in a global, national and local context.
(ii) All pupils should study – preferably chronologically – the history of Britain (NB not just England). Pupils need to know about their own country and the way in which it has developed. This could be done by a series of in-depth studies. Local examples could be used to show the relationship with national events. Emphasis should be placed on the multi-cultural nature of British society through time.
(iii) All pupils should study how people in different societies lived in the past. How are things different today? This would allow for the use of developmental studies.
(iv) All pupils should study why man lives in communities and the problems this creates.
(v) How has man responded to the problems of change in their societies? How powerful have the forces for continuity been?
(vi) What made man act in the ways that he did? What are the bases of human motivation?

Each of these criteria is of intrinsic value for any pupil and would enrich his understanding of life. They may help the teacher to make the specific choice of content. They do not answer the question of which events are worth studying but they may help in making that choice.

Education is criticized today by many for not teaching information like it used to. These criticisms are generally based on a failure to appreciate that education has changed. However, it is still educationally valuable that any pupil should have studied, for example his own society. Synthesis between skills and content is still necessary but this will not occur until the whole issue of content has been aired and discussed as passionately as were skills in the recent past. We trust this paper makes a tentative beginning in that process. We feel we have laid down our hand. Let North and South defend against these cards!

Richard Brown teaches at Houghton Regis Upper School, Beds. Christopher Daniels teaches at The Royal Latin School, Buckingham.



Through the "time tunnel" and into Tudor England at Kentwell Hall. See page 28.

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Nothing rough and brutish

By **Susan Thomas**

Butser Ancient Farm near Petersfield, is an open air laboratory, a piece of living archeology or the know-how behind the television programme *Living in the Past*, depending on your viewpoint and degree of involvement.

For the thousands of schoolchildren who visit the site each year, it represents an opportunity to get a feel for the past that no amount of reading, drawing or three-dimensional modelling can give.

Just to stand, safe and dry, in the thatched roundhouse, listening to the guide waxing lyrical about clay baked fish, venison stew, high protein bread and goat's milk cheese, while a summer storm rumbles and splashes outside, gives a new perspective to the period.

If the contrast between our gadget filled, television dominated lives and Butser's simple practicality, strikes us very forcibly, it would be less of a shock to many present day Spanish farmers whose ox ploughing techniques and hand-picking of the corn harvest have provided clues to Iron Age practice; a fact which offers another lesson in comparative economies.

The ancient farm, part of the 1,400 acres of Hampshire's Queen Elizabeth Country Park, is a test bed for archeological theories. Its director, Mr Peter Reynolds, a one time classics teacher, came into archeology by way of rescue digs in Worcester and a number of self-generated experiments to test out accepted concepts of Iron Age history which, in turn, led to the establishment of the Avoncroft Museum of Buildings at Bromsgrove and then Butser.

"The Butser project seems paradoxical," he says, "a showcase full of Iron Age houses, industry and agriculture and a backroom stocked with thousands of slides and photographs and using the latest scientific technology to analyse and store data."

Like any university department it is both a pure research resource and teaching outlet. So the 11-year-olds who come to peer down the storage pits, try out the querns or pat the shaggy cattle, will see, in the middle of the experimental corn field, a number of cylindrical polythene tents, part of an undergraduate research project into the aphid infestation of modern and ancient cereal crops.

The farm is an intriguing blend of fact and conjecture. Because so much of the Iron Age technology depended on organic materials, we are left with a mind-boggling dearth of evidence. Thus houses can only be built on the slender evidence of post holes, debris and common sense. Experience quickly showed that a safe roof pitch was about 45 degrees and that smoke holes only serve to drag sparks up into the thatch, allow rain to rot the timbers and the wind to rip off the roof. Trial and error has proved that by using old dead wood, with all the bituminous products leached out there is, in any case, no smoke.

But if houses are guesswork, storage pits are well documented and the new pits, accurate down to the last dimension, provide a testing ground for grain storage (as good as any modern silo), silage making (based on practice in Scotland and the Hebrides) and even the storage of green vegetables.

Wool and flax is gathered, spun and woven, pottery made and baked in a variety of kilns, ore smelted to make bronze and copper replicas of ornaments, implements and weapons and all the while Peter Reynolds and his assistant Jack Langley are trying to reproduce the methods and finished articles left by our Celtic ancestors. "No theory is valid," Peter says, "until all the experiments to disprove it have failed."

There are Shetland and Soay sheep, Highland and Dexter cattle (the latter used for ploughing), Red Jungle Fowl, bees and a well stocked vegetable garden where medicinal and culinary herbs grow on neat terraces above the plots of Iron Age vegetables. There is Fat Hen, Vetch, Gold of Pleasure (as found in the stomach of Tollund Man) Celtic Beans and contemporary weeds. "We call them arable competitors," says Jack Langley, who is understandably proud of his patches of the once prolific Corn Cockle, Borage, Opium and less exotic varieties of poppy.

High on Butser Hill, the reconstructed roundhouse built inside a stockade and ditch.

An unemployed school-leaver daubing the walls of a grain drying house with the traditional mix of mud, straw and manure.

"We know that opium seeds were used by the Celts, probably ground up to provide a soothing drink." But hard evidence about the Celts is thin on the ground.

"Caesar wrote about them but very much as a political animal, anxious to further his image at home by being seen to conquer a warlike people. There's Pliny too but his accounts are usually third or fourth hand and much exaggerated."

Other clues have come from the decoration on Greek vases, the findings in the Danish peat bogs, the current farming methods of Spanish peasant farmers and the traditional practice of the North American Indians.

Peter Reynolds maintains that there was nothing nasty, rough or brutish about Iron Age man, a being "as intelligent, motivated and organised as you or I." He will prove his point by citing examples of Celtic artistry in metalwork and by developing his theory that the complex Celtic community functioned with the aid of sophisticated service industries, thatchers, smiths and traders and pursued a very modern farming policy including timber management programmes and the production, storage and export of surplus grain.

From the introductory audio-visual show at the Park Centre the farm makes a stimulating visit for a well prepared group. The children are encouraged to question the assumptions behind the construction and techniques and on their return to school can try out the techniques using the cassettes and teacher packs prepared by the museum. With the expenditure of considerable energy and organization, any enterprising teacher could have a full scale Iron Age community reeling, spinning, dyeing and weaving flax and wool, firing pottery, making charcoal or hurdles, surveying the systems or building a roundhouse as the games pitch.

The whole project is well documented. Peter Reynolds's book *Farming in the Iron Age* makes an excellent introduction for staff who fancy a bit of experimental work themselves might like to try and one of his courses on "Fire, clay and metal," or whatever is in season.

A visit to the farm with its thatched houses, work areas and paddocks would be unlikely to take longer than an hour and a quarter but the facilities of the Queen Elizabeth Country Park offer a good two hours worth of woodland and downland walks, orienteering or pony trekking and picnic and barbecue areas. Every weekday there are demonstrations of traditional forest skills and always, the countryside interpreters to guide the groups.

A class which arrives having done its homework and with some knowledge of the traditional theories (small primitive population living on hilltops because the lowland is an impenetrable forest) will find the visit exciting, challenging and educational in the best sense of developing lively, questioning attitudes.

Amid the iron age corn a spare-time postgraduate project studies the spread infestation of the ancient and modern crop

A species of history

By **Barry Simpson-Holley**

For over a decade the debate on the nature of the "New History" has continued amid increasing doubts over the subject's survival in the secondary curriculum. Taxonomies of aims and objectives and lists of skills and concepts have proliferated. As in most educational issues, the search for prescribed formulae is naive and illusory. Yet out of this discord some common ground may be dimly discerned. In this age of mnemonics it may be possible to provide the practitioner with an aide-mémoire amid the daily maelstrom. Of course, eternally there must be seven variables: *Skills* are paramount in this era of "learning by doing" and stress on the practical application of what is acquired at school. In history these can form a passe-partout of their own:

Finding the information, using basic reference and library skills;

Analysing material to select what is germane to the question;

Comparing the character and content of different accounts and, sometimes, our own experience with the realities of the past;

Translating from the abstract to the concrete, text to diagrams, pictures or maps, or antiquated language into a modern form;

Summarizing conclusions by simple generalizations in our own words in order to present a kind of interim report;

Transferring both facts and ideas by applying them to fresh arguments or reclassifying the material into new forms;

Organizing the findings into the logical framework of an historical narrative;

Reasoning deductive, inductive and abductive, to provide an impartial yet critical interpretation of the evidence;

Imagination exercised on the factual data to achieve some insight into the thoughts and feelings which lie behind;

Evaluation at every step, should determine the veracity of sources, the trustworthiness and limitations of judgments and the equity of alternative views;

Synthesis provides the final opportunity to unite the evidence and our conclusions in a personal reconstruction of the past.

People are the substance of our inquiry. Our common humanity and our own experience form the natural starting points for this quest of endless fascination: what makes us tick? A study of the circumstances, beliefs and aspirations of people in the past offers an insight into human nature as well as a greater understanding of the experience of earlier societies.

Evidence forms the basis of historical study – biased, incomplete or inaccurate though it may be. By applying the principles which govern the inquiry process, we can develop a critical frame of mind and employ scholarly values alongside our own knowledge and experience to produce a balanced and valid picture.

Concepts are the node points which structure the whole subject. They emerge from the content; from them springs understanding. Substantive concepts like change, causation and continuity give us an appreciation of the relationship between past and present and the temporal dimension. They can also encourage positive attitudes towards new ideas and circumstances in our own lives.

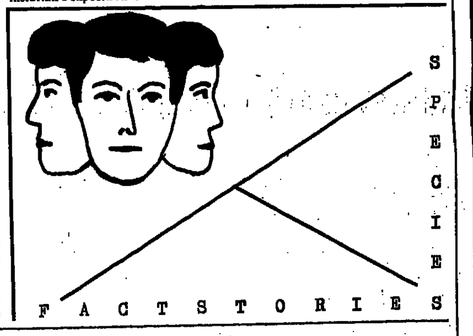
Identity is, we are told, a basic need among adolescents. History has an abundance of heroes and archetypes to offer. Beyond this, there is the desire to acquire a "self-image" which the historical dimension can help to supply. Some achievement of that imaginative insight which we call empathy, however fleeting, may also provide a valuable experience which contributes towards individual maturity.

Explanation follows naturally from examining evidence and reflecting on it. The form and the particular words we select to express our interpretation of the past largely determine the weight and conviction we convey. The historian's exposition is communicated mainly through language; its mastery remains integral to his achievements as both story teller and interpreter.

Social awareness should be a significant outcome of history in school. To understand something of our own society, culturally, morally, economically and politically, by studying its development and changing values and ideas is a vital element in a general education. To be able to compare our experience with other groups and nations should help us to accept diversity without seeking to make value judgments. Without claiming a unique role for the subject in this aim, it alone can instil the need to look for the historical perspective in current events and contribute towards a tolerant and positive outlook among individual citizens in the future.

Given the insularity of many history teachers and the natural bent towards hyperbole in pronouncements about the subject's singular qualities, it is tempting to use such claims like a fur coat in which we can wrap ourselves in comforting isolation. Yet it is illogical for historians, above all others, to ignore change through time. This would ensure the extinction of the species. To survive it must adapt and share its environment with other breeds in order to preserve its essential characteristics and thus enhance whatever new forms of knowledge and understanding that evolve.

Barry Simpson-Holley is head of History and Humanities at Portway School, Bristol.



Basic in their bones

By **Christopher Daniels** and **Edward Grimsdale**

In "Pictures of the Past from a computer" (*The TES*, March 19, 1976) Ann Jones reported on the local history classroom project, which used nineteenth-century census information stored on a central mainframe computer to develop various skills in the study of history, these included posing questions, generating hypotheses and testing them against evidence, exploring the idea of generalization and facing the problem of sampling and comparison while using the 1851 census enumerators' schedules of up to a dozen rural and urban communities. Since then there have been considerable advances in microtechnology which have fully vindicated the project. These include pupils using interactive technology, asking questions and receiving virtually instantaneous answers which stimulate further research and questions. The results may appear on a video screen or, for greater convenience, as a print-out with opportunity of multiple copies from a stencil produced by the line printer.

Much historical evidence has been, and will continue to be, in written form. The advantage which a computer-based record has over the ordinary written word is that the computer can avoid that tiring and exacting job of hacking through the jungle with a machete. The human brain does what it is best suited to do: it asks the important questions; while the machine sorts out the wood from the trees. Sifting and sorting evidence is neither so demanding nor as satisfying as constructing the questions and drawing conclusions from the relevant evidence. What the computer does is to free the human spirit and stimulate real research.

Perhaps the most powerful package available in this field is Microquery (£15–£50 according to where one lives, from the Chiltern Advisory Unit, Endymion House, Hatfield, Herts). This magnificent piece of software is tailor-made for the research machine RM380-Z micro-computer, but since that operates via the CP/M system it should be transferable to other systems – as they become CP/M compatible – and manufacturers seem to be rushing into CP/M like gadarene swine. The package is so powerful that with the correct hardware the 380-Z can download information from mainframe computers such as the PDP-11 and DEC-10.

Already Hatfield Polytechnic has several files of census material available, and when Microquery is bought it comes complete with a datafile containing 625 records from the Suffolk village of Somerleyton relating to the 1851 census.

Microquery is a "command language" package which simplifies its use. Having initiated the Microquery Program the operator simply types in queries in a simple code such as: QUERY SEX INDENT "M77" AND AGE GT 60. This query would run through the file selecting those males over 60 years old. Output is via a PRINT statement and can be on a VDU (television screen) or hardcopy via a printer.

Many countries are standardizing on the 380-Z, and since it would seem that the main educational rival, the TRS-80, will soon have CP/M available it would be sensible to adopt the Microquery package as the national standard for census work in history departments. The package will create a file just as easily as it searches existing software. Naturally, typing in the original census information is time-consuming, but if 100 into CP/M like gadarene swine. The schools produced one file each and given that these files can be interchanged readily (380-Z disks are 13.5cm. wide and weigh but a few grammes) a tremendous wealth of material relating to different areas and dates could be amassed in a relatively short time. Comparative searches of datafiles from the same centre over different censuses would be quite simple to operate as one disk might contain files from as many as four or five consecutive censuses.

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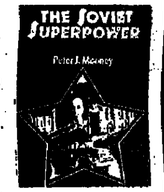

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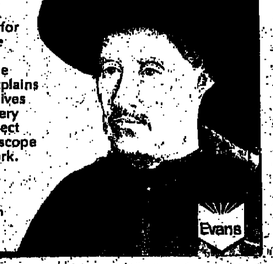

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extra

Guess who's coming to dinner

Nigel Richardson suggests a couple of testing questions

In many schools, history is one of the subjects which becomes optional for pupils in public exams at 16 often timetabled against one of the sciences. And one of the more difficult situations facing a history teacher can come when internal exams have to be set for a third or fouth-year group, half of whose members have already decided to give up the subject at the end of the year. With the best of intentions, they decide to concentrate their revision on subjects which they know they are going to continue, thus making the results in exams like history no real reflection of their ability.

One way round this problem is to set at least some questions which require application of more general historical knowledge and principles gained over previous years, rather than precise information dealing only with the previous term or year's work. Over the years, two such questions have served me particularly well.

Imagine firstly that you receive secret news that all life on earth is about to be wiped out and many of its buildings destroyed. Hoping that people from another planet may one day land here, you decide to follow the example of the Blue Peter team a year or two ago and to pack a large trunk with items which will help these Martians to understand what Earthman was like in the last quarter of the twentieth century and what sort of world he lived in. Think carefully about it, and then write an essay explaining your choices and the reasons for them.

There are no simple or correct answers, of course, and the arguments the question arouses can be a useful way of filling time in that notorious few days between the end of exams and the end of term. Some assumptions have to be made. If we are not prepared to assume that the martians will speak any world language, for example, written information and audio cassettes will be out, and it may first be necessary to devise a manual of sign language illustrating the use and significance of the other items in the trunk. Film material is visually ideal (assuming the invaders have the same visual perceptions as we do) but is bulky to store, and there is no guarantee that our space friends will have either the ability or the electricity to use the projector we shall have to find space for.

But once these initial problems have been discussed, if not overcome, (and some marks can be specifically reserved for those who do see such snags rather than merely assuming that they can be ignored), the way is open for choices which reflect a greater or lesser awareness of the value of a variety of pieces of historical evidence. Does one include large quantities of photographs and if so, should they portray events of national importance or of a fairly typical family existence as represented in an album of snapshots? If the Martians do have linguistic or musical skills, which great works of literature should be packed away? Which everyday objects best symbolize the world of 1982 (or the period which has been under study during the past term?)

There is, of course, much scope for the humorist or practical joker, and it may be a good idea to warn candidates not to approach the question *too* flippantly. One examinee suggested that a martian invasion was highly undesirable, but that as we would not be around to stop it, the next best thing we could do would be to get our own back by making sure they they wouldn't be able to go on to invade anyone else. The most effective way to do this, he suggested, was to include in the trunk a large jar marked "sweets" which in fact contained either a deadly poison or a permanent contraceptive chemical.

The second question provides equal scope for imagination and can again be applied within broad or narrow historical limits. Imagine that you decide to give an historical dinner party for 11 guests, plus yourself. They may be drawn from any periods in history (if the teacher wants to test overall historical awareness) or from work covered during the previous term/year (to test recent work done)and they will be sitting at a rectangular dinner table with you at one end, the guest of honour at the other and five other guests down each side. Draw a diagram of the seating plan, making sure that everyone will have someone to talk to who will interest them, and make sure that you have arranged people in such a way as to prevent the likelihood of fights between neighbouring guests. Then give a brief account of the reasons for your choices, and tell us what you think the guests would talk about and how they would behave.

Again, the question can be answered on a whole variety of levels. The less historically-minded candidate tends to pair up contemporaries who discuss their old disagreements – Charles I and Cromwell, Lenin and Nicholas II – while the more able and imaginative one is more likely to spot the parallel interest in pairings which span the centuries – Peter the Great with his legendary appetite might have been interested in Prior Tuck's favourite recipes or Colonel Sanders' trade secrets. What would Cardinal Wolsey have made of the present Pope, John Knox of Mrs Thatcher or Julius Caesar of Mussolini? There is plenty of scope for more and less serious debate.

A surprising number of pupils seem to choose Christ as a guest, and Mary Queen of Scots, Hitler and Mao Tse Tung are recurring favourites. However they are answered, both questions do provide a combination of imagination and fact, seriousness and levity, and they do provide a way in which those going on with history and those about to give it up will be prepared to compete on equal terms.

Nigel Richardson teaches at Upper Chatham School.

They would surely have plenty to talk about . . . Mrs Thatcher and . . .

Queen Victoria, who might just be amused.

Basic in their bones

continued

One of the merits of the LHCP was its success in overcoming the parochialism of much local history: using enumerators' schedules from different communities across one county (e.g. urban/rural; open/closed villages) could be extended to investigate regional variations. Thus pupils at Houghton Regis Upper School, Bedfordshire, looked at the 1851 census of their community, a strong straw-plaiting area, before comparing it with Suffolk communities in the same way; pupils at the Royal Latin School looked at the lace-making village of Marsh Gibbon in Buckinghamshire before comparing it with Houghton Regis and several Suffolk villages, using the computer to ask questions and sift large amounts of information quickly.

We are willing to act as a disk interchange/copying station to make information written on the Microquery substrate generally available, because a national centre seems to be necessary if history departments are not to act in isolation.

Historians should, therefore, visit their school's computer department and ask for a demonstration of a "command language" package, such as the brilliant "Physiology" program from Heinemann. The beauty of "command" software lies in the control of the investigation being in the hands of the operator rather than the program itself. Gone are those packages brought out in the early 1970s where the poor person using the computer was bombarded with a barrage of questions rather like a battery of multiple-choice tests.

Generally, micro-computers will be most used in the 1980s for simulations. One of our pupils writing a computer studies essay produced a marvellous malapropism: throughout his essay he talked of "stimulations". He had a point – simulations do stimulate. The growth of wargaming shows the potential for exciting pupils' imaginations. Unhappily, simulations in history are few and far between. Artists, in general, see the computer as an illiterate number-cruncher. It is not: it can handle words and ideas just as well.

There are a few programs available which indicate possibilities in the history humanities field. *Drake*, a history program based on Sir Francis Drake's journeys around the world, allows the pupil for a few minutes to put himself in Sir Francis's shoes and experience the decisions which Drake had to make from day to day. (cf. A. Payno, B. Hutchins, F. Ayre, *Computer Software for Schools*, Pitman 1980).

Census work would create a need to use *Population* (available from the same source) which allows the pupil to study the determinants controlling both the size of a village and its rate of growth. Contingent on that simulation is *Village* which looks, among other things, at the parameters which lead to the choice of site for a community. It is set in AD 600.

Apart from commercial simulation packages there is little more available which has direct application in schools, although we understand that a Rome game exists. The field is wide open. Should historians learn programming? No. Many of the best programs are available today emanate from school children. They have (the time – they are growing up with Basic in their bones. What they need is historians to act as fuel injectors. Give them the facts and they will produce the programs which, once remodelled, tested, and equipped with the necessary printed matter will, with the necessary printed matter will, with the assistance of the classroom teacher, can be used in the classroom.

The future for the computer in the humanities does not lie in teaching pupils computer language but in introducing them to the *value* of the computer as another of the historians tools or as a further aid to the geographer, and these ideas are only a start.

Christopher Daniels and Edward Chitticks dale teach at The Royal Latin School, Buckinghamshire.

extra

Family background

Dennis Mills on the significance of family and demographic history for the general historian

In a recent article, W. F. J. Inglis complained about the narrowness of O and A-level history papers (*Teaching History*, February 1981). This manifests itself not only in the range of questions, the bulk of which relate to political history, but also in the narrow approach of the actual marking guides, which appear to give little scope to anything but orthodox approaches to the subject. Even in economic and social history papers, traditional areas of interest, mainly agriculture and industry, predominate at the expense of social and cultural history, within which family and demographic history could be seen as a sub-division.

The conventional approach has been to regard demographic change as a trend subservient to economic change, itself much influenced by political developments such as the rise of nation states and empires, government economic policy and, in Britain at least, the role of Parliament as a clearing house for the landed and business classes. While this line of reasoning is important it should not be nearly so exclusive as it still appears to be.

Population growth should be seen as both a dependent *and* an independent variable in the great vortex of change which took place in Western Europe from the seventeenth century. There will be many who will agree with this but may still be surprised at the suggestion that one can go further and treat the history of the family as an important area of historical study in its own right, beyond its obviously immediate relevance to demographic history. In this article I hope to demonstrate the validity of these assertions and to give the interested historian an entrée to the relevant literature.

One is almost compelled to start with E. A. Wrigley and R. S. Schofield's *The population history of England, 1541–1871: a reconstruction* (Edward Arnold, 1981), although at 645 and 800 pages one can hardly recommend it to the complete beginner. However, if you can persuade your library to buy it, read chapters III and II, which draw out the main conclusions and implications of a survey based essentially on a most rigorous analysis of 404 parish registers. I will whet your appetite with only two brief but highly significant points.

The authors demonstrate that the Malthusian relationship between food prices and population growth, which had been weakening for a long time, finally disappears from England in the late eighteenth century (p 478). Consider the implications of this statement in the context of the Industrial Revolution. But we can go further than that – England achieved fertility control "by regulating the timing and incidence of marriage" (p 480). In this single phrase we can see the importance of trying to understand changes in familiar and personal relationships and the extent to which they were the arbiters of economic change, rather than mere results.

Fortunately Wrigley and Schofield's thinking will not long remain locked inside expensive covers and Schofield, is already co-author of a chapter on British population in the eighteenth century in the book by R. Floud and D. McCloskey (editors), *The economic history of Britain since 1700*, Vol. 1. (Cambridge University Press, 1981). Here Lee and Schofield touch on, for example, the importance of the European marriage and fertility pattern (late age of marriage high levels of lifetime celibacy compared with other parts of the world). They also explain that English population growth in the late eighteenth and early nineteenth centuries, was predominantly (and probably uniquely) the result of increases in fertility rather than of the concurrent improvements in mortality. Despite the rapid growth in population, demand for labour increased vigorously enough to keep average wages from falling, enabling England to break through into a modern economy.

Old photographs provide a rich source of material for the family historian.
Photo courtesy of Dunlop Ltd

Discussions of these kinds must be seen as fundamental to an understanding of European, and especially British history and the distinctiveness of European and British experience in the post-medieval period, a basis on which the study of political and empirical history ultimately rests.

Louis Namier said "The English political family is a compound of 'blood' name and estate . . . " *England in the Age of the American Revolution*. (Second edition 1961, p 19). Nevertheless, it is an interesting irony that genealogy has not been taken seriously by academic historians. It may have itself to blame for having been tarred with the antiquarian brush. However, during the 1970s geneology changed subtly into family history, which concentrates on "the common man".

Some history teachers have incorporated some aspects of family history into their lower school syllabuses, by using local parish registers and census enumerators' books and by putting grandma's memories to work in homework projects.

As yet there seems to be little chance of building on these approaches with the examination classes. This is a pity because the sources used by the family historian are plentiful and capable of bringing the past home to the teenager in a more immediate way than the text book study of great events seen through the eyes of contemporary politicians. Moreover, what I have already said about demographic history will have indicated the intellectual importance of the history of the family as an institution (this is the academic mirror image of family history or genealogy). Thus, for example, Peter Laslett's *The world we have lost* (Methuen first edition 1965), one of the first books in this mould, demonstrated the links between the patriarchal family system prevalent in seventeenth-century England and the political ideologies of the time.

Another important link between the history of the family and the political structure of England is explored by J. A. Banks in his *Victorian Values: secularism and the size of families* (RKP 1981). Secularism is shown not to have been a very important factor in the adoption of family limitation from about 1850, since the latter can be observed earliest of all in upper and upper middle-class families, who were not attracted to secularism as a conscious philosophy of life. Rather they were influenced by the developement of a future-time perspective which caused them to invest much more in their sons' education in order to assure them secure places in career hierarchies.

Works in the vein of Laslett and Banks should be especially tempting to the political historians, but undoubtedly the best, simple, up-to-date introduction to this whole field is Michael Anderson's *Approaches to the history of the Western family 1500-1914*, (Macmillan, 1980, for the Economic History Society). In particular he has placed us all in his debt by distinguishing clearly between psycho-history, the demographic approach, the sentiments approach and the household economies approach; and by providing an annotated bibliography of 90 items.

With this "map" in his hand the history teacher can set out on a stimulating voyage of discovery. Yet he will not have gone far before he becomes aware of the singular importance of the Cambridge Group for the History of Population and Social Structure as the leading research institution in this field. Set up by Dr Laslett and Professor Wrigley in the early 1960s, and now located at 27 Trumpington Street, Cambridge, this group have acted as a catalyst, as a clearing house for ideas and information between international scholars and local population historians alike. Closely associated with the group is the Local Population Studies Society – secretary Mrs M. H. Charlton, 9 Lisburne Square, Torquay – who have published a journal called *Local Population Studies* since 1968. The other leading relevant journal is the *Journal of Family History*, founded in the US in 1976 and now fairly widely available in Britain. Although American, it concerns itself with British and continental topics on a considerable scale and is free of unnecessary jargon and verbosity.

Numerous courses in demographic and family history of varying length are run by the Local Population Studies Society and by university extramural departments. For those who would like a qualification, the Open University's course D301, Historical Sources and the Social Scientist, is available to associate (ie, non-undergraduate) students. This course is wider than the field surveyed here, since it contains units on migration, historical geography and historical psephology, as well as on historical sociology of the family and historical demography. (Inquiries to the Associate Student Office, PO Box 76, Milton Keynes, MK7 6AN).

Finally, to return to my initial concern, what can the history teachers committed to demographic and family history actually *do* for their examination classes? I suggest that the simplest and most efficacious approach would be to attempt to widen the existing syllabuses in economic history. Judging by the Oxford Board's recent response to the demand for a new A-level exam in industrial studies, not all boards would be averse to a change, or to the addition of another alternative to the many history options already available. I suspect that the Local Population Studies Society and the Social History Society would be eager to help.

Dr Dennis Mills is on the staff of the Open University.

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Virtues revealed

John Bell describes the historical recreation to be visited and participated in at Kentwell Hall

Historical recreations are becoming a more frequent summer excursion for schoolchildren. In this country, the main root of such exercises can perhaps be traced to the societies which, since the late 1960s, have succeeded in extending the English Civil War to at least three times its original length. There grew out of these experiences a desire among some participants for a more all-round and continuous experience of living in the past.

Having taken part in two such events with a group of children, it has been interesting to try to assess the value both for the participants and the visitors.

These specific events were those run each year in July at Kentwell Hall, in the Suffolk countryside at Long Melford. Over the past four summer seasons, two weeks have been devoted each year to the recreation of, respectively, 1645, 1588, 1553, and, most recently, 1600; and this reflects the concerns of Patrick and Judith Phillips, Kentwell's owners. The maintenance of a Tudor mansion requires a considerable amount of money, and the recreations are a more imaginative and appropriate way of attracting income than filling the park with lions, veteran cars, fairground amusements or railways. In fact, the recreations are not particularly efficient in terms of sheer money-making, but as a satisfying experience they are probably unsurpassed. Patrick, in particular, has a consuming interest in the Tudor period and a strong desire to infect others with his enthusiasm, especially those who might otherwise not be exposed to the contagion.

For a guest, then, just what does such exposure to Kentwell produce, and of what use is it to a party of visiting children? Much will depend on the teaching staff involved. A visit to the Hall in July could begin many months earlier when teachers are invited to an open day for a briefing of what to expect. Schools are then provided with a package of information giving details of the national and local situation leading up to the two weeks of the chosen year. This includes material on "recent" social and political events as well as background to the family life of the residents at the Hall. The preparation of the children, and therefore to some extent the value of the experience is in the hands of the teachers. It is an interesting, if not unexpected, result that junior schools in general are better prepared than secondary ones. Presumably this is due to timetable and syllabus constraints together with the degree of self-consciousness of the older children. Another factor here is the skill of those participating: most people can cope with a group of young children, but to some a crowd of 20 or more large hairy (or very unhairy) adolescents can be quite daunting.

Prepared or otherwise, the individual party is met at the gate while firmly in the twentieth century. The children are warned of what they will find and they become aware that, by their dress, speech, attitude and accoutrements, it is themselves who are likely to appear foolish. After some drilling in good manners, how to curtsey and bow, they pass through a "time tunnel" into Tudor England dominated by Kentwell Hall, an unbelievably impressive building in any century. From this point onwards, they are in a large estate being run as closely as possible to how it would have operated in, on this occasion, 1600.

A few hayabout soldiers back from the Irish wars, weatherbeaten haymakers, a shepherd guarding his flock, some travelling players desperate for patronage rehearsing a theatrical panageric tor the lord of the manor: this panorama instantly meets the eye. The important point is that there is no set performance for each group of visitors, constantly repeated throughout the day. The hay does need scything, the sheep must be tended, the play will indeed be produced in two days' time. In the great hall the gentry demand their lunch on time. In the bakery enough bread must be made to feed all the workers on the estate, and in one of the upstairs wings the broiderers stitch furiously to finish the steward's new livery. Elsewhere time is not so pressing. The alchemist is not expected to succeed just yet, the spinsters, weavers, dyers of yarn and the laundresses have the chance for gossip. The potter, however, must empty his kiln soon, and surely the carpenter will persuade someone into the bottom of the saw-pit eventually to help cut the huge log in half. The guests of his lordship are encouraged to assist in all these activities, as well as sampling potions from the still room and improving their aim with the bowmen and arquebusiers.

Now it can be argued that knowledge of sixteenth century crafts and customs can be taught easily and probably in greater depth by many traditional methods. While this is undoubtably true, anyone who has seen the instant fascination aroused by historical artefacts, will recognize the immense benefit of seeing the same in use. For the people wielding these objects do not do so with the reverential respect of a museum curator. Tools are handled as such, and the users are adept with them, showing surprise only at the clumsiness and apparent ignorance of the young guests.

Child: "Where did you get ginger from, then, in 1600?"

Cook: "Why, that there pot on the shelf!"

The visitor sees a more or less complete society going about its daily business, the gentry discussing the affairs of the day or ipeing new fashions, the peasantry toiling at their labour or going about their own business.

It is clear that many younger children suspend disbelief totally and are far more in period than even some of the participants. Looking at them you can see the "unforgettable experience" being stamped on their foreheads. Older children are not so easily or so totally involved. For them, depending on the skill of the participants, the experience must be more subliminal. Part of this is entertainment as well aslearning, and so for the older ones it can best be recalled initially as having had "a good time". Seeing the teacher bullied into playing the Lord of Hosts in the play, a little girl nearly getting married to the shepherd who says she's a hussy because of her exposed flesh, being hissed at by the geese, having to dance a galliard for my lady, being soaked by the washerwomen, are easy and pleasant ways of learning. Certainly, as each party leaves the woods which enclose the potter's workshop and exits by the time tunnel, there is the distinct impression of losing one world and rejoining another.

If being a visitor is a memorable experience, to be a participator is unforgettable. It is not surprising that within any group of about 150 people living together fairly primitively and all intent on achieving one goal, that camaraderie will grow. Indeed so close is the community that it has been likened to a total institution. Tudor England does not disappear with the last school party of the day, it continues in part. Kentwellian prevails: "Where be the Nivea?" Early music concerts are arranged, the players stumble through their masque "The Triumphs of Gloriana or, Kentwell's Virtue Revealed". The gentry cannot quite lose their pomposity despite their basic egalitarianism. Relationships blossom, unspoken things happen in the depths of the Moat House, relationships fade. Breakfast at eight, first party at 9.15 and it receives a slightly stiffer welcome than those which will follow when limbs and tongues have begun to work.

It is almost impossible to predict accurately who will succeed or fail as a participant. The most astonishing resources of character are produced by those from whom you least expect it. Others who promised much are a disappointment. Watching sixth-formers operating in front of large numbers of children only just their juniors makes you aware what a measure of your capabilities this is. If a teacher is concerned with growth in its broadest sense, what a greenhouse Kentwell is. No considerations of youth apply; all if you are as much a part of the team as anyone else. If you have it in you, it is possible to succeed more totally, more publicly and more gratifyingly than almost anywhere else. Possibly 10,000 people over two weekends plus 20 school parties a day for two weeks is a fair-sized audience in anyone's terms.

Ultimately for both visitor and participant, Kentwell is about broadening of experiences. Breaking aside barriers and translating the children into a different world for just two hours or so is an immensely worthwhile task. To see children themselves performing that task for others has to be the most rewarding teaching experience of all time. Not every 16 to 18-year-old is equipped to succeed in their own terms or in Kentwell's, but significantly those who do, echo the parting words of a participating headmaster: "Oh well, only 50 more weeks to go till next year."

John Bell is Head of Faculty of Community Education, Stantonbury Campus, Milton Keynes.

Gallant Captain

With fascination and disbelief children of Montpelier First School in West London greeted the eighteenth century explorer Captain Cook. To complement project work about him he was making a personal visit, with maps, scrolls and spoils like coconuts, yams and tapper cloth from his many voyages.

He stayed for well over an hour, describing in vivid detail how he had explored Tahiti and answering questions about his life. "When I was last here we drank green tea from China. Now I find it is grey and comes from India" he said. "And it is strange to travel by train and not by pony and trap."

Inspired by the English Tourist board's Maritime England celebrations this year, Captain Cook has been brought alive by the community arts group Inter-Action Productions. The actor concerned (to foster authenticity he never lets on who he really is) has steeped himself in Cook's life and times and even speaks in the style of the day.

Little surprise then that the Montpelier eight-year olds were left wondering whether they had met a real traveller in time. Even the staff found themselves short on polite conversation of a historical nature.

During the year, the gallant Captain will be gracing many Maritime functions, as well as making himself available to schools. His services cost £100 a day, so are obviously best planned in conjunction with several schools in an area. Further details from Captain Cook's secretary, 15 Wilkin Street, London NW5.

Gillian Thomas

All normal children are broadly similar . . .

Harold Rosen in Bernsteinland

Verbal Deficit: A Critique. By J. C. B. Gordon. Croom Helm £11.95. 0 85664 990 2.

Translate the phrase "verbal deficit" with its medico-pharmaceutical ring into its diverse realizations and you will find that those suffering from the deficiency are working-class children (US translation = the Black "poverty child"). We have been told at various times that working-class do not have enough language, that their dialects have built-in moral, aesthetic and linguistic defects, that their language in Marion Blank's phrase does allow them "to get into cognition". These claims and the increasingly audible counterclaims arise from a concern with educability, with success and failure in schools. The Bullock report took it as read that "there is an undisputable gap between the language experiences that some families provide and the linguistic demands of school education". These are the concerns of Gordon's short but tightly argued book.

By now you will be alerted to the fact that we are entering Bernsteinland and accordingly choosing your side of the barricades. But not so fast – Gordon's book is much more than a mere restatement or embellishment of the arguments against the theory of codes ("restricted" and "elaborated" you will remember) which can be found in various articles and in books by Dittmar and Edwards. Certainly he is not prepared to concede an iota of credibility to the theory of codes and devotes a chapter and more to his own demolition work. However, that is only part of a more ambitious enterprise which is to trace the history of educational and psychological views of verbal deficit, relating the twists and turns of this changing ideology to economic, political and social changes. By a nice irony Bernstein himself in 1975 wrote, "It is about time we put the 'deficit' debate in some kind of historical perspective."

The argument keeps a steady eye on developments in the whole educational arena in Britain. Chapter 5, in particular, considers verbal deficit theory against the background of the demand for a larger skilled labour force. Gordon's book is worth reading at the very least as a chapter of educational history scrupulously documented and as an analysis of what he calls "classical" verbal deficit theory. He traces the latter from its nineteenth-century beginnings through intelligence testing to, for example, Riessman, who claims that "underprivileged" children suffered from "formal language deficiencies". He peels away the claims of all contenders in order to inspect the underlying assumptions. Labov, while receiving acknowledgement for his attack on verbal deficit theory, is criticized for his educational proposals and social assumptions about the goals of "mainstream" education.

But back to Bernstein. Gordon like others before him follows Bernstein through his labyrinth of changes, modifications and elusive terminology across the period 1958–74. He finally offers an analysis (vintage 1971) of the central ideas, which run like this. There are two kinds of sociolect (A and B) which exist at the level of both competence and performance. In A (working-class or lower working-class) meaning is implicit, in B (other classes) meaning is explicit. The lower working-class does not have access to B and thus operates under psychological constraints whereas the rest of the population uses A and B quite freely. The origin of A is the rigid structure of the lower working-class family. B is the recipe for educational success. Gordon's analysis contends that Bernstein's theory is untestable because we have neither a coherent statement of it nor clear definitions of the central concepts. Cogent as his more powerful arguments are, it is unfortunate that he makes so central to them the notion of "untestability". Testing, in the sense of empirical research, is not the only way we advance our ideas and practices.

Those who have attempted to clarify for themselves what exactly Bernstein originally meant and went on to mean and is now meaning know what a formidable task that is. Indeed, Bernstein himself is not free from such problems. Is Bernstein a proponent of verbal deficit theory? Gordon says, yes; Bernstein, I think, says no. Gordon's book will help people to make up their minds. It states its thesis with meticulous clarity. Bernstein's explicit rebuttal can be found in *Class, Codes and Control*, Volume 3, Routledge and Kegan Paul, 1975/77 (on pp. 27 and following). He describes the missing crucial component thus:

> . . . the code which facilitates the *systematic* examination of, and change in, the boundaries of experience is not initially made available to the children as an *essential* part of their socialization within the family.

The whole passage is worth returning to both as a restatement of the issue and, as usual, raising unresolved questions. At one point, the elaborated code is described as being shaped by the ideology of class. It used to be the medium of universalistic meanings. That cannot be the same thing. Early experience in the family is given salience so that the family dominates in the concept of social structure. Gordon might well have given this question more than cursory treatment. In the process he could have taken a closer look at the work of Gordon Wells who has examined the language of pre-school children in the family setting.

One difficulty about setting out on a polemic is that you run the risk of giving scant attention to alternative explanations in your pursuit of the quarry. The discussion of verbal deficit almost ignores the critical question of literacy and the extent to which imitation and development of it occurs in circumstances which handicap the working-class child. For the next edition perhaps.

Noting, that with the exception of Joan Tough, most writings on verbal deficit are notable for "an almost complete absence of transcribed speech", Gordon puts in as an appendix his own attempt to make good the deficiency with some transcripts. It's a brave attempt, but the conditions of recording were so constrained that very few people will be convinced that the transcripts add very much to the debate either way, even though Gordon's comments are helpful and make no great claims.

By now you might have gathered that Gordon proves himself to be an educational-cum-linguistic critic who, while being no supporter of our kind of society, believes that "all normal children are broadly similar in terms of educability" and that getting the language issues right would help comprehensive schools. It may be that amongst possible readers he had in mind teachers in those schools as his main audience. I hope they will be.

Children's literature

Blackmail and old lace

A Whisper of Lace. By Gillian Cross: Oxford University Press £4.50. 0 19 27447 3.

You Never Knew Her As I Did. By Mollie Hunter. Hamish Hamilton £5.25. 0 241 10643 5.

The Windows of Elissa. By Mary Ray. Faber £4.95. 0 571 11831 3.

In *A Whisper of Lace* Gillian Cross brilliantly puts the stagy conventions of costume fiction ("The post-chaise crunched up the shining gravel", reads the first sentence) at the service of a real sense of history's complexity. The exciting and melodramatic events are scarcely credible, but the feelings and conflicts to which they give shape are absolutely convincing. The reader gets the best of both worlds: a thrilling full-blooded adventure, suspenseful and mysterious, and a closely-textured study of character and emotion. Weak, self-deceiving Francis and impetuous, romantic Selina are enticed piecemeal, by blandishment and then blackmail, into a dangerous smuggling plot. On the quay at Exeter and Lyme Regis they set out a charade of mourning, with Selina dressed in widow's weeds, and receive from respectful customs officials coffins full of contraband French lace.

Their young brother Dan is bitterly hurt by their rejection of him, and alarmed by what he discovers of the plot, by spying on them. He decides to save them from themselves, and enlists the help of Betty, a spirited girl employed as "rocker" to the family's youngest child. But Betty's loyalties are divided: for when Selina brings her some French lace to sew on a dress, Betty recognizes it for what it is, and knows its meaning. To Selina, the smuggling is a game: first frivolous, then fearful, but only a game. To Betty and her family, lace-makers of Honiton, the smuggled lace means poverty: "when she stuck the needle carefully through the edge, it was as though she stuck it into her mother's flesh". The character of Betty, and her perception of the wider implications of Francis and Selina's foolishness, opens the book out in a remarkable and stimulating way. But even without her it would be well worth reading. It is pacy, accessible, and cuttingly precise in its use of realistic detail to prop up its splendidly unrealistic story. Here is Betty at work: "Betty's hands were sore with the cold. As she hung up the baby's clouts to dry, a raw November wind whipped her skin to chaps. Proper foul job it was. And a proper foul day too, with Aunt Annie tired as a rag and already in a black gloom."

There is nothing so vivid and immediate in Mollie Hunter's *You Never Knew Her As I Did*, a surprisingly lacklustre tale from such an experienced author. Perhaps the constraints of historical truth have dampened historical insight. The book is about Mary Queen of Scots' imprisonment in Lochleven Castle in 1567–68. The teller is Will Douglas, a clowning prankster whose adolescent heart is caught by the self-possessed and charming Queen – "the most beautiful woman in Europe" – and whose intrigues eventually lead to her escape. The tone is elegiac, and blindly partisan. The material is organized and presented skilfully enough, but there is very little life in it: none of the characters sparks on the page, and none has any existence off it. Sad to say, Mollie Hunter's diligent research into her subject has inhibited her imagination, and the result is a stiff, formal, worthy book. The dialogue gives the game away, veering on consecutive pages from the slangy ("You were very thick with George for a while back there") to the archaic ("'Tis not easy . . . being in love. It can be a sore thing, Will.").

Mary Ray's *The Windows of Elissa* posed the author some serious problems: how to bring into the reader's orbit a civilization of which he or she knows nothing – Carthage in the third century B.C. – ruled by a religion – the worship of Baal – which seems bizarre and cruel. She solved them by choosing a subject as small, as intimate as possible, yet one which would be inevitably bound up in the great events of the day: the female household of a leading general. The scene is the siege of Carthage by the Syracusan army of Agathokles, and the reader's imprisonment in the women's world intensifies and sharpens the sense of claustrophobia and impotence which the siege initiates. Elissa and her sister Sophi glimpse what they can from their high window, and glean their information, as the reader does, bit by frustrating bit from men busy on their wider affairs. Inside the house, their priestess aunt grows more and more hysterical, putting Sophi's life at risk; yet even to save her, Elissa cannot act for herself, but must rely on a man. All this is well told, and in its own terms the book is a success: strong, well-shaped, believable. But the restrictions which the subject entails do chafe on the reader, and the static quality, which at times rises to a slow dignity, at others seems to weigh the narrative to a standstill.

Neil Philip

This sketch of James Cagney by Richard Winnington is from Masters of Caricature by William Feaver. (Weidenfeld and Nicolson £15.00) Feaver's introduction and historical commentary give illuminating perspective to his subject. The pitfalls of an uncontrolled obscene virulence as in the work of Gerald Scarfe are seen to rob him of force for, real targets, which cause him to subside into a splutter of blots and scratches. In controlled contrast Miguel Covarrubias's "Clark Gable and the Prince of Wales" shows the prince's face creased with private terrors; not as it was in 1924 but as it became 20 years later, indicating an uncanny ability to depict the reality beneath the surface. Thus the caricaturist works against the portrait painter to give an unvarnished view of history. The Art of Caricature, ed. Edward Lucie-Smith (Orbis £8.95 and £5.95) includes the strip cartoon and covers much the same ground of savage graphic abuse. Both books are guilty of omissions, and both provide entertaining surprises.

Betty Tadman

Lingo

It used to be *haut ton* to cite, ad nauseam, foreign words and phrases in English and I was, until recently, ready to believe the art – or artifice – to be quite démodé, but I was wrong. It persists, especially in the higher journalism and in many kinds of critical writing that maintains an Edwardian love of the belle lettre essay. In addition, there is a general development of foreign derivatives in all styles of English now, as the genuinely regional is phased out.

In an age when Common Market directives and bureaucratic doublespeak have become ready-made and lazy alternatives to true English style, and when regional language is debased by television drama to the level of cliché and tired metaphor, there is a great need for an Old English revival. By this I don't mean that we should concoct strained that very few people will be convinced that the transcripts add very much to the debate either way, even though Gordon's comments are helpful and make no great claims.

By now you might have gathered that Gordon proves himself to be an educational-cum-linguistic critic who, while being no supporter of our kind of society, believes that "all normal children are broadly similar in terms of educability" and that getting the language issues right would help comprehensive schools. It may be that amongst possible readers he had in mind teachers in those schools as his main audience. I hope they will be.

Anglo-Saxon

I wouldn't approve of the cranky of course: poets who contrive words such as 'hammerbanger' for 'carpenter' or describe an architect as a 'wall-former'. What I have in mind is a neat way of removing monstrosities – sly euphemisms like 'operative', 'sanitation engineer' and so on.

After all, what is wrong with all those glorious Old English phrases that French and Latin have seen off? I'm thinking of the richness of vocabulary that grows from the verb 'make', for instance: 'make off with', 'on the make', 'make bold', 'make a face' etc. Don't these constructions offer more depth of meaning than their latinate counterparts?

When Hopkins wrote that wonderful line: 'like rose moles all in stipple' he was onto something profoundly useful to the poet, and it has not been developed, except in dialect writing. My own Yorkshire family had a wealth of metaphor with proper machine-gun rattles of monosyllables: 'he's got eyes like chapel hat pegs' referred to someone innocently wide-eyed; 'marrow to boney' was said of two people in love – from the Romantic to the 'painful' cases!

The Saxon does conjure up the aphoristic talk of the old farmhouse parlour and the grass-chewing rustic that Stella Gibbons had such fun depicting; yet the habit of gallicism and Latinism usage has ousted much verbal beauty.

One last example: the deeply imaginative vocabulary of craftsmen shows this Old English word-store in plenty. If you are told to fetch a 'duck-neb hammer' by the mason, you will find it in his toolbox, even if you don't know a hawk from a handsaw. And what about 'boomer' as a name for the foreman in a quarry? Men used to pick their words as they did their tools.

Stephen Wade

Three Brothers at Havana 1762. By Sonia Keppel. Michael Russell £6.50.

The Earl of Albemarle and two of his brothers were appointed to key posts in the expedition sent to capture Havana from Spain during England's drive to take over the Spanish and French colonies of the New World. Great names like Rodney, Anson and Pocock also star in this detailed account of an enterprise which seems slightly less necessary today, and indeed ended in the captured colony being handed back to Spain. The book is well written and pleasingly illustrated.

Bernadette Folliot

Among this week's contributors

Professor Denis Lawton is Deputy Director of the London Institute of Education.

N. J. Morris works in the Department of Human Nutrition and Community Medicine at the London Scool of Hygiene and Tropical Medicine

Barrington Jones, formerly a lecturer in philosophy at Pembroke College, Oxford, is now a professional plumber

Professor Harold Rosen is Head of the Department of the Teaching of English (Mother Tongue)

Bill Ridgway is Head of the Remedial Department of Blurton High School, Stoke-on-Trent.

Bacon, Dewey, Illich

A History of Western Education. Volume Three, The Modern West: Europe and the New World. By James Bowen.
Methuen £25.00. 0 416 16130 8.

This is the concluding volume of Professor Bowen's massive historical study of Western education. The first volume, published in 1972, examined the ancient civilizations of the Middle East and the Mediterranean, the second (1975) mediaeval Europe from the sixth to the sixteenth century. This volume begins with a linking chapter on the educational heritage of the Modern West, and brings the story down to the 1970s by way of the scientific revolution of the seventeenth century, the enlightenment of the eighteenth, and the growth of national systems and mass education in the nineteenth and twentieth.

From the start Professor Bowen made it clear that his would be a new kind of educational history, "a contribution to the construction of a new past", as he puts it in the preface to this volume. Not for him the outdated type that "concentrated excessively on the development of schools and schooling", and was as a rule written from "a comfortable Eurocentric viewpoint, recording the inevitable rise of a deserving middle-class, male meritocracy, and promising continued progress to some kind of well-structured democracy in which education would serve to locate each person in his and her proper place."

The work is perhaps not quite so iconoclastic as that quotation suggests, but it is certainly couched much more in terms of conflict and confrontation, discrimination and repression than is the normal history of education. "The history of Western education", claims Professor Bowen, "is in large part the record of creative innovation in the face of a conservative tradition", and he makes the point that in recent times the conflict has been not only intensified but "ever more highly politicized".

The major struggle has been to Determine whether Church or State shall control public education. But there has also been the battle – not yet by any means over – to secure equality of educational opportunity for the working classes, for women and girls, for black people and other under-privileged minorities. At the outset this produced a dual system: one type of education for the rich and another, very inferior, for the poor. Of the latter the eighteenth century charity schools in England are an early example. But at least they did admit girls as well as boys, as did also the Sunday schools, the monitorial schools and the public elementary schools which succeeded them. But not until the second half of the nineteenth century were girls ordinarily admitted to secondary schools and universities.

All these topics (and many more) are treated in volume three, which is designed in somewhat unusual fashion. It consists largely of series of sandwiches consisting of summaries of the thought and/or writings of some 40 or more pioneering philosophers and educational reformers – from Francis Bacon, Comenius, and Descartes to Dewey, Makarenko, and Illich – and descriptions of the educational institutions or systems which they initiated, influenced, or, occasionally, ended.

Large-scale though Professor Bowen's trilogy is, his subject is so vast that the narrative is often highly compressed, sometimes to little more than an outline; and nowhere more so than in this third volume, which is, he says, little more than half as long as his first draft. Any reviewer could point to omissions – there is no mention, for example, of the impact of radio and TV upon schools, colleges, and universities, and indeed upon people's thought and actions in general – and to what seem unduly brief references to important persons, institutions, and events. Universities are enumerated, but otherwise get less attention than might be expected, and other kinds of modern further and higher education fare even less well. Art, music, and poetry are almost totally ignored.

It is perhaps inevitable that in a work containing so many facts, dates, and statistics there should be occasional errors. But in one section at least (pp 291–314) they are far too frequent. To cite some of them only: Robert Raikes was not "the Rev."; Bell's school in India is called "Academy" on one page, "Asylum" on the next (the latter is correct, but the title of his book there given is inaccurate); the first edition of Lancaster's *Improvements in Education* was published in 1803, not 1802, and the title given is inaccurate (Lancaster varied this in different editions); the monitorial system certainly did not "disappear" in 1847; Thomas Arnold was headmaster (not principal) of Rugby for 14, not 12, years; and his son Matthew was not a member of the Newcastle Commission, but an HMI commissioned to make reports for it.

Despite such minor errors, which do not impair Professor Bowen's argument, and will doubtless be corrected in succeeding editions, it must be averred that his history is a most distinguished enterprise, fuller of illumination and information than any comparable work known to your reviewer. It should be of great help to students and scholars.

H. C. Dent

Inside information

The Body in Question. By Jonathan Miller.
Papermac £5.95.

Fortunately, we are not a nation of hypochondriacs. The other side to this happy fact is that most people, even the better educated of us, seem to have little or no knowledge of how their bodies actually work. Jonathan Miller's *The Body in Question*, while not aiming to be a comprehensive textbook of physiology would make an excellent start for the general reader. Based on his TV series it is now republished as a splendidly illustrated paperback – to my mind even better on the printed page than the often distracting screen.

Dr Miller's outline of man's developing medical knowledge and understanding is presented under such chapter headings as "Natural Shocks", "The Pump", "The Breath of Life" and "Springs for Action". He brings together a wealth of historical and scientific information as well as a great range of artistic material in illustration. This structure can be tantalizing and even confusing and the author's flow – indeed torrent – of words doesn't always help; but a good teacher should spur the student to explore further, and no conventional textbook could provide Miller's special brand of intellectual excitement.

In his first chapter, "Natural Shocks", he charts the pathways by which we perceive our internal and external environment and receive and transmit messages about bodily function and damage. This introduces the complex subject of the self-regulating internal mechanisms over which we have no control, as well as the manner in which our brain interprets sensations such as pain and impressions transmitted by various organs. If our wellbeing is threatened we may assume the role of patient – an act which Dr Miller wearing his anthropologist's hat regards as a ritual transformation and describes at length (and not altogether convincingly) in "Healing and Helping".

A striking fact that emerges is the comparatively recent beginning of the process of discovery in the field of human physiology, and its astonishing acceleration in recent years. Dr Miller explains the dependence of physiological knowledge – eg, Harvey's discovery of the circulation of the blood – on a foundation of mechanical progress: in this instance, the invention of the pump. The author is exceptionally well equipped to illustrate such processes. He can offer an historical perspective of events and ideas and, at the same time, clarify the complexities of how an organ works or how our bodies as a whole maintain their equilibrium – which we take for granted, at least until we fall ill. What emerges in the end are new perspectives on a marvellous universe, even now so imperfectly understood, and as exciting to explore as any in the space age.

J. N. Morris

Seeking the City of God

Jerusalem: The Holy City in Literature. Edited by Miron Grindea with a preface by Graham Greene.
Kahn and Averill £7.50. 900707 65 8.

Tel Aviv, not Jerusalem, is the capital of Israel. The announcement, even as I write this, that Egypt's President Mubarak will not be welcomed in Israel unless he agrees to visit Jerusalem is just one more twentieth century variation on the "If I forget thee, O Jerusalem" theme that has made and is still making that walled city the place it is.

It is perhaps impossible to assemble an honest, interesting yet non-partisan book about Jerusalem, unless it be an anonymous, anodyne travelogue... The dustjacket blurb claims this anthology is non-partisan; yet Miron Grindea in his own introduction to his scholarly, sensitively planned and eclectic anthology from world literature disclaims any such fact and makes no apologies for a personal choice in which Jewish, Christian and Arabic sources appear very much in precisely that order of preference.

The sections dealing with aspects of Jerusalem's history and its image are linked by dense, erudite yet always readable pages of historical commentary that are no less subjective in their tone and emphasis. Here, too, we read of "a nation debarred from its capital city" returning in 1967; a city that is "the heart of a new historical adventure"; the shadow of Diaspora consciousness hangs low over this anthology.

It is an unashamed labour of love – and in its own right none the worse for that. Discoveries like an anonymous sixteenth century "story of David and Bersheba", a poem by Mickiewicz, a fifteenth century travellers tale, an observation from Chateaubriand, a comment from Disraeli should interest a wider readership than the converted to whom it will no doubt also gladly preach and comfort.

If its ill-defined and unrealistic thinking on religious syncretism in its last chapter tends to sit uncomfortably with the evidence of intellectual and aesthetic richness which the reverse has produced over the centuries, then a quotation from Philo Judaeus writing in the first century points a clearer way: "Do not", he says, "seek for the City of God on earth, for it is not built of wood or stone; but seek it in the soul of man who is at peace with himself and is a lover of true wisdom".

Hilary Finch

Balanced acts

Education in England and Wales: Second Edition. By H. C. Dent.
Hodder and Stoughton £4.50. 0340 26 300 8.

This book is an up to date version of *Education in England and Wales*, published in 1977, which was in itself a revision of *The Educational System of England and Wales* which first appeared in 1961. In 187 pages a remarkably complete picture is provided of an impossibly complex system – if it is a system. I am certainly glad that Harold Dent has taken the trouble to rewrite his book so that the latest details of such phenomena as the Assessment of Performance Unit are included (or at least information up to 1980).

The preface tells us that the book is intended primarily for "students training to be teachers, and for students from overseas countries . . . it may also interest some parents, teachers and educational administrators" – a wide readership indeed, but a little optimism makes the educational world go round! I find it a difficult book to read, but invaluable to consult. It is not difficult to read because it is "hard", but because it is so balanced and neutral as to be almost completely unexciting. Each chapter is a masterpiece of succinct description. Chapter 1, for example, in 20 pages, sketches the whole history of education in England and Wales from pre-history to the 1980 Framework. But how can Harold Dent remain so calm? At the end of the chapter he notes a compulsory curriculum policy since 1976 with no hint of approval or disapproval. When he does permit himself a quirky comment, he is discreetly non-specific: "no minister has yet used those powers dictatorially though one or two have come near to it . . .".

It is just possible that in his anxiety to avoid controversy, Dent misses significant differences: for example, on page 55, he refers to the White document *A View of the Curriculum* being very similar to those of the Secretaries of State. On the surface, yes, but astute mandarin-watchers might equally well point to these two documents (*Framework* and *A View*) as evidence of the emergence of an interesting split between HMI and DES. Sometimes the desire to avoid controversy is tantamount to a distortion of reality.

Only rarely does Harold Dent admit defeat: "it is impossible in a few paragraphs to describe comprehensively the numerous ways in which contact is maintained between the DES and the l.e.a.s". Once again, my complaint would be that Dent plays down the growing conflict between DES and l.e.a.s. Nevertheless, the book is excellent value at £4.50 and should be on every serious educationist's bookshelves. It has a good index and useful notes on further reading.

Denis Lawton

"Spanish dancer" from Edward Burra: A Painter Remembered by his Friends edited by William Chapel with a foreword by George Melley (Anne Deutsch £8.95). This collection of affectionate reminiscences is published to coincide with an exhibition on show at the Lefevre Gallery until May 1.

Dealing aces

The First of the Few. Fighter Pilots of the First World War. By Denis Winter.
Allen Lane £8.95. 0 7139 1278 2.

Grown-up admirers of Biggles who would like to extend their interest in the muscular men and the flimsy machines of the Royal Flying Corps will find a lot of engage their attention in this book. They will of course be familiar with the dare-devilry of the lone pilots, the respect they had for their opponents, and their single-minded pursuit of their prey.

Less well known will be the scandalous inadequacy of their training, the high incidence of fatal accidents before active service, and the low esteem in which aircraft designers were held. Comparisons which Mr Winter makes with practice in France and Germany make sad reading.

But perhaps more striking is the snobbery of this junior service. "The high social status of many pilot cadets . . . seems to have generated a sporting attitude which in the war zone meant a quicker death whatever the basic flying skill."

The policies followed in the war zone led no doubt to magnificent feats and produced some astonishing photographs, (here reproduced); but the policies were on the whole sterile, and resulted in the Royal Air Force, between the wars, being regarded, especially by the two senior services, as an upstart – both politically and socially.

If the fighter pilots of the first war came from the playing fields of the public schools, grammar school boys flew in the Battle of Britain. It was lucky for us that they were rather better trained and just as cool as their precursors. But few of them, after reading this well researched little book, would raise any objection to Mr Winter borrowing, for his title, the phrase which Churchill coined to honour them.

Harry Ree

England's maritime history from the Bronze Age to its sea-faring connections today, are described by Michael Shea in *Maritime England* (Country Life Books £12.50), prompted by the English Tourist Board's maritime promotion for 1982. Children will find it appealing both for its historical and geographical information as well as for its natural history. Throughout the main narrative is interspersed with caption-style pages on particular aspects of the text; there is a four-page index and a useful bibliography.

Gillian Thomas

The price of *The Challenge for the Comprehensive School* by David Hargreaves, from which an extract was published in the feature pages last week, should have been £4.95.

Tinker, tailor, computer operator. . .

Bill Ridgway recommends books that are designed to help the student prepare for the jobs market

Annual Careers Guide 1982. Manpower Services Commission. £5.95 + £1.35 p & p.

Fresh start. Equal Opportunities Commission. Free.

Second Chances: The Guide to Adult Education and Training Opportunities. By Andrew Pates and Martin Good. Great Ouse Press £4.50.

Young People With Handicaps: A Handbook for Careers advisers. Institute of Careers Officers £1.50 to members £2.50 to non-memebers.

Careers and Jobs Without O Levels. By Thelma Barber. CRAC £1.95.

Your Choice at 17+. By Peter March and Michael Smith. CRAC £1.85.

Your Choice of A Levels. By Mary Munro and Alan Jamieson. CRAC £1.95.

Going Places. By Felicity Taylor. Kogan Page £3.50.

Degree Course Offers 1981/82. By Brian Heap. Careers Consultants Ltd. £5.50.

First Steps to a Career. By Kalyani Menon. Shepheard Walwyn £6.95.

Life After School. By James McGuire and Phillip Priestley. Pergamon £10.00 and £5.00.

Career Prospects. By J. A. Blundell and N. M. G. Middlemiss. Oxford University Press £2.95 (Teacher's Book £4.50). Dialogue cassette £5.50. 3 drill cassettes £18.00.

Language for Work. By Don Shiach. Nelson £2.95.

Careers in the Pottery Industry. Ceramics, Glass and Mineral Products Industry Training Board 20p.

A Career in Marketing, Advertising and Public Relations. By Norman A. Hart, Gilbert W. Lamb. Heinemann £4.95.

Careers in Marketing and Allied Professions. By Felicity Taylor, Kogan Page £1.95.

Careers in The Civil Service. By Peter Medina. Kogan Page £2.50.

Careers in Local Government. By Felicity Taylor. Kogan Page £2.50.

Careers Working with Children. By Judith Humphries. Kogan Page £2.50.

Working with People. By Barbara Summers. Cassell £3.95.

A Doctor or Else? By John Thurman. Yare Valley £2.00.

A Career in Law. By Brian Hogan. Sweet and Maxwell £1.95.

A Career in Computing. By George Penney. Input Two-Nine Ltd. £4.50.

Working in the World of Beauty. By Joy Morris. Batsford £5.95.

Working as a Model. By Nicki Household. Batsford £5.75.

The number of careers books produced at any one time seems to vary in inverse proportion to the jobs available. There must be a good reason for this, though I admit I'm either too dim or too concerned with the business of reviewing them to be able to put my finger directly on the button. Perhaps the publishing of such books has now become an industry in its own right, irrespective of the national unemployment trend. If this be so, then the result of such frantic labour has left few stones unturned: careers material is now better presented and even more compendious than of late. The sample of books reviewed here is a representative testimony to this improvement.

Of the various careers and career opportunities books available, MSC's *Annual Careers Guide* must fare well. As yet the only annual publication of its kind, its 294 pages range over a comprehensive list of workareas, giving up-to-date information about the skills involved, the qualifications and qualifications needed and the opportunities which lie within each field. The 1982 edition has been enlarged to include information for older people seeking a change of occupation. If this represents one more trend in a restless society, then others have not been slow in bringing out relevant material too. EOC's attractive booklet *Fresh Start*, aimed at women who are either starting work or who are ready to take up the thread after some years' absence, was reprinted last year two years after its initial publication date. A more substantial volume, aptly titled *Second Chances*, is an excellent guide to adult education and training opportunities, covering in four parts such topics as why adults might want to study, the provision made for them, the money available and a list of organizations which can help.

At the younger end of the careers market, the Institute of Careers Officers has produced a worthwhile booklet dealing specifically with opportunities open to the handicapped. *Young people With Handicaps* was written more as a guide for careers advisers than for the youngsters themselves. Not so Thelma Barber's *Careers and Jobs Without O Levels*, which deals with openings relevant to the (often neglected) needs of the many teenagers who do not leave school clutching a handful of qualifications. Straightforwardly written, this handy paperback should find a welcome niche on the shelf of many an "average" student – though whether it will meet the demands of the less able fifth-former is doubtful.

Most careers teachers will already be familiar with CRAC's *Your Choice at 13+*. Some may not be as familiar with *Your Choice at 17+*, now in its second edition, or *Your Choice of A Levels*, first published last year. Each is presented in a similar way, the accent being on meticulous coverage of the area and the involvement of the reader in his or her own decision-making.

Two books which provide useful information for school-leavers wishing to continue their studies at tertiary level are Felicity Taylor's *Going Places* and Brian Heap's *Degree Course Offers 1981/82*. Both help the bewildered student locate the appropriate course and the place in which to study it. Ms Taylor's material covers not only the more traditional universities and polys, but sponsorship, apprenticeship and sandwich courses too. An important feature of her book is its guide to conferences and similar events designed to introduce school-students to higher education. Mr Heap believes the information contained in his book to be of prime importance if the perennial problem of university wastage through wrong choice is to be avoided.

Kalyani Menon, in *First Steps to a Career*, is also concerned that girls leaving school make the right choice. Interestingly illustrated with marginal thumb-nail symbols that identify pertinent sections at a glance, the text covers the student's interests, offers career options, and gives a wide selection of suitable occupations.

A number of authors continue to concentrate on the carry-through aspects of curriculum into the workplace. Whereas *Life after School* outlines the need for young people to acquire a grasp of the basic social skills if they are to play a useful life-role, *Career Prospects* is the first of a two-part course for English Language students working in the business and professional world. Much of the text takes the form of day-to-day dialogue in the offices of Sunco, a growing international company, and centres on a group of trainees from different countries as they are introduced to the various aspects of the business. An invaluable aid to those who need a firm grasp of English in their working life. A teacher's book is also available as a guide and key to exercise material. Tapes can be used alongside the course.

Language for Work pursues a somewhat similar theme, except that here the emphasis is on the school-leavers' use of language, rather than that of the foreign trainee.

As far as specific jobs are concerned, Don Shiach's book may well apply to those wishing to read *Careers in the Pottery Industry*. This handy 25 page booklet is a useful guide to the products and careers open to young people entering this field. The text is concise and nicely illustrated, as well as being usefully interspersed with a number of personal profiles. Still in the world of commerce, Hart and Lamb's *A Career in Marketing, Advertising and Public Relations* and Felicity Taylor's *Careers in Marketing and Allied Professions* will both be of interest to those wishing to enter this broad-based area. The former details courses leading to professional qualifications and the function of marketing and market research, as well as outlining the day to day life of a salesman. It also contains a glossary, together with a brief description of what each job involves, and has been written in a down-to-earth style by those experienced in their chosen field. The latter is another in Kogan Page's widely acclaimed "Careers in . . ." series. As usual, the book is divided into two parts: part one takes a look at jobs in specific areas of marketing and the kinds of people employed. Part two gathers together information on available courses and the colleges which provide them.

Further titles in the same series are *Careers in the Civil Service*, *Careers In Local Government*, and *Careers Working With Children*. Following a similar two-part format, the Civil Service book is also enlivened by a number of sample test-papers to give potential applicants an idea of what is expected in the way of qualifications. A word of caution to those interested in *Working with Children*. This book leaves out teaching, which is covered in another volume, and concentrates on nursery and hospital work, nannying, residential occupations and the like. An associated area is covered in *Working With People*, except that here the range of possibilities is broadened to include work in old people's homes and community service.

John Thurman's now-standard *A Doctor or Else?* has been revised and extended into a two-part book, incorporating an earlier publication *Alternatives to Medicine* as a guide to those wishing to work as chiropodists, dietitions, opticians, or in some other area not strictly covered in part one. Again, Barry Hogan details the full range of possibilities open to those considering a legal career in *A Career in Law*, while George Penny's *A Career in Computing* does a great deal to correct the erroneous assumption that only able mathematicians can make a living in this area.

Lastly, two valuable additions to the existing Batsford hardback "Working in . . ." series: *Working in the World of Beauty* and *Working as a Model* should be regarded as essential reading for anyone wishing to make a career in either field.

How to cope with mini-bores

Heating Technology – Advanced Craft. By F. Hall. Van Nostrand Reinhold £10.00. £4.95.

Plumbing: Hot Water Supply and Heating Systems – Advanced Craft. By F. Hall. Van Nostrand Reinhold £10.00. £4.95.

How do you calculate the right size of pipe for hot and cold water services? How does a rotary vaporizing burner work? Should you anneal copper tube before making a socket in it?

Mr Hall's books provide answers to the first two questions, but not the last. Only people taking the City and Guild's Advanced Craft Certificate will be interested in the books and so a knowledge of practical techniques is simply presupposed. Such people will find them valuable primers.

The one on heating technology is for the heating fitter, and that on plumbing . . . Need I say? However, the first consists of the plumbing book together with some chapters on cold water which are, presumably, also in the plumbing book's companion volume on cold water supplies, drainage and sewage.

The books describe all varieties of water and air based heating systems, but very little comparison between these different systems is made. And what there is is sometimes very one-sided. Thus, the advantages claimed for mini-bore over small-bore are duly listed but not a whisper of the disadvantages.

The books are clearly written and illustrated, following the syllabuses closely, without the distractions of humour, anecdote or personal opinion. Strictly digests for exams. But scope is allowed to the instructor. For example, a description is given of how to test the amount of solid in the flue gases from oil-fired boilers but a complete silence is preserved over what the test indicates or what action should be taken if the result is undesirable. And, doubtless, severe drilling in calculating the sizes of pipes will be needed.

Barrington Jones

Learning to read by reading has always been an excellent but somewhat impractical idea, especially in the early stages when content, form and structure are such vital factors – but things are very different now thanks to a great new scheme introduced by E.J. Arnold...

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Treasures for inspiration

Victoria Neumark surveys what's on at local museums over the holiday

If you go down to the museum at Easter you might have a good surprise . . . That is, if you live near one of the many excellent local museum which to keep educational activities available during school holidays as well as term-time.

For the lucky, there are the inventive delights of teddy bears, boomerangs and Easter bonnets (April 6/7 at the Horniman Museum). Here is a list of some of the more interesting of the Easter activities available for children.

Avebury: Gate Barn Folk Life Museum. From 10.30am–5pm on April 11 there will be a demonstration of chair caning and rush bottom seating in this thatched barn, which houses displays of Wiltshire folk life. Entrance fee: 50p adults, 25p children, £1.10 for a family. Telephone (067 23) 333.

Birmingham Museum and Art Gallery is running a series of open workshops for children and adults. They will include an embroidery workshop for ages 9–18, local history workshops with gallery trails, and an Egyptian activity day. A workshop on Mineral Magic for six-year-olds upwards ties in with the current exhibition. At the city's Mature Centre on April 16 there will be a special

The Romans in Cirencester

afternoon with the animals for under-fives. All adults must be accompanied by a child. Telephone (021) 235 2834.

Buckinghamshire County Museum, Aylesbury will be mounting demonstrations of embroidery, spinning, patchwork, and lace-making, tied in with the current temporary displays. April 16 and 17. Telephone (0296) 82158.

Creature feature – ape shuffle

Camden Works Museum, Bath will be opening a new display of gas-powered machinery. The machinery will be in full working order from April 12 in original Victorian business premises. Telephone (0225) 318348.

Bradford Industrial Museum on April 14 and 16 will have participatory workshops in spinning and weaving. The cost is £2 for adults, £1 for children. Telephone (0274) 631756.

Brighton Museum and Art Gallery will be opening its display of Egyptian objects in conjunction with the BBC's *Watch* series, and running a poster competition for ages 4–14, until April 16. Among the objects to inspire competitors are a mummified cat and the mummified shrews and mice it was going to eat for breakfast when it awoke. Telephone (0273) 603005.

Corinium Museum, Cirencester in which the way of life of the Romano-British is reconstructed, is running its annual display by the Ermine Street guard. The guard are local residents who dress up in Roman military gear and parade through the town and museum, and answer questions about Roman military matters. The date of their visit is April 10 and entrance to the museum costs 40p, 25p for students and OAPs, and 15p for children. Telephone (0285) 5611.

National Museum of Wales, Cardiff on April 14–16 is hosting twice daily performances of Creature Feature, a dance fantasy for children of all ages on the theme of evolution. Roll up for the ape shuffle! The activity desk will be open as usual. Telephone (0222) 397951.

Derby Museum, following an excellent teddy bear competition for five to eight year olds on April 7, is running a workshop on rocks and minerals on April 14 for 9–14 year olds, and on bonnets and bonters on April 15 for 8–12 year olds. Admission is by ticket, but is free. Telephone (0332) 31111.

Canongate Tollbooth, Edinburgh is running a brass-rubbing festival until May 29 which is open to all. Telephone (031) 225 1131.

Royal Scottish Museum, Edinburgh is running a full and changing programme of films until April 19 on subjects as diverse as railways, kites, snowgeese, beavers and The Leopard that Changed its Spots. On April 14 and 15 there will be a project on

The family centre at the Natural History Museum is open at Easter

shells for children aged 10 and over. Admission as with all these events is free, but booking is necessary. Telephone (031) 556 8921.

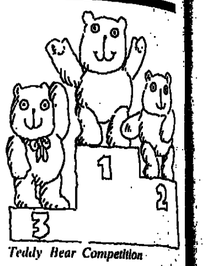
Haggs Castle, Glasgow will have quizzes and a treasure hunt in conjunction with its exhibition on Japanese life. There are also a number of intriguing special activities, but as these are likely to be booked early, telephoning is advisable. Telephone (041) 427 2725.

Wilberforce House, Hull will be running two study days for 9–13 year olds on the Treasures of Tutankhamen's Tomb. Activities will include films, workshops, and crafts. April 14 and 15. Telephone (0482) 223111, ext 2737.

Levens Hall, Kendal will have its steam engine collection *in steam* (the technical phrase) from Easter Sunday.

Museum and Art Gallery, New Walk, Leicester will be encouraging children of all ages to make drawings from some of the mounted birds and animals. Telephone (0533) 755532.

Merseyside County Museum, Liverpool are showing their audio-visual presentation on "Museum at Work" twice daily until April 20, for children of 11-plus. On April 20 they will be opening the classroom for children of all ages to touch Great Victorian Inventions such as the music box and phonograph. Telephone (051) 228 5311.



Teddy Bear Competition

British Museum will also be having an Indian event. An India trail for young children will be available from the Information Desk throughout the Easter holidays. Films and videos on Egypt will be shown in the Lecture Theatre at 12 noon and 3.30pm on April 13–16 and April 20–23. Other trails are also available. Telephone (01) 636 1555, ext 511.

The Museum of Mankind, London W1 opens its exhibition *Yanoa: Inside an Indian Village* on April 11. This will be a total re-creation of an Indian village from Gujerat. Telephone (01) 636 1555.

Museum of London is offering painting competitions for children aged 13–15, 10–12, and under 9. The theme will be Paint a Flying Start, to tie in with their *London's Flying Start* exhibition. Entries must be in by May 31. Telephone (01) 600 3699, ext 239.

Horniman Museum, London SE23. For a booking fee of £1, the Horniman is running workshops on boomerang-making and boomerang throwing on April 17 and 18. Telephone (01) 699 2339.

continued on next page

Spinning, weaving and embroidery

Puzzlers

Museum Puzzle-Picture Books is a new series produced by Longman with sponsorship from the Museums Association. Each book costs 65p and contains pictures in which the reader can spot differences and deliberate mistakes.

The beauty of the series lies not so much in the illustrations, which are adequate, but in their universal applicability. Covering steam trains, bird spotting, motoring, life in Roman times, the Roman army and life at sea, the books can be used in practically any local museum and by children of between about 6 and 12.

The puzzle format is used to advantage, with clear and helpful solutions given in the answers. With peak museum-visiting time coming up, junior school teachers might find these very useful indeed.

Sea and sand

The Coast and Us
Published by the Council for Environmental Education, School of Education, University of Reading, London Road, Reading RG1 5AQ. 30p, plus 18p postage.

Suggestions on how to "make the most of the coast" are made in a new information pack, *The Coast and Us*. One of its five leaflets summarises the resources of the coastal environment – its wildlife and geography – and the threats to both, such as erosion, urban development and litter. It lists organizations that provide information and publications, including some for younger readers.

Gillian Thomas

Hunt the tigers

Victoria Neumark reviews 'Indian Playing Cards'

Indian Playing Cards
Bethnal Green Museum of Childhood
Until 30 May. Admission free.
April 13–15. A Journey into the Jungle. Easter event for children. Begins 14.30. Admission free

In the enchanted realm of Indian playing cards where cards are round as well as oblong or square, where antelopes graze on lacquered gold and ships swim on ivory waves, the visitor to Bethnal Green may wander for a while and even, in the children's Easter Event, hunt the tigers and elephants of seventeenth and eighteenth century Indian jungles.

Fingers itch to touch these shiny little circles, even the tin cards picturing luscious round ladies riding on camels, the sun rising out of a lion's back, or shoals of fish, flocks of green parrots and troops of snorting boars.

The indigenous eight, ten or twelve-suited packs of the Indian sub-continent take their images from Hindu mythology or the detail of Mughal court life. Packs in which all the cards are representations of the swords and soldiers, coins and gold, incarnations of Vishnu or scenes crowns and textiles. This exhibition from the Ramayana, where the local offers an easy way for children to of the Rama suits are monkeys (to reach into the imagination of the celebrate the monkey god Hanuman Indian peoples.

who helped Rama reclaim his bride Sita), and the aces of the suits of the kidnapping Ravana are all demons come as a surprise to the old hand at bridge or pontoon. Adaptations of the European pack are no less imaginative. In on Mughal pack, the Queen of Clubs is a romantic figure in harem pants reclining on a veranda in a starlit night.

Interestingly, the modern versions of the *ganjifa* cards are far cruder, in garish colours and hard outlines which contrast unfavourably with the intricate detail of the ivory circles that Clive brought back from Bengal, the engraved brass discs from Rajasthan intaglio ivory rectangles from the Punjab hills, and packs and packs of lacquered paper circles in beautifully painted wooden boxes.

The trivia of other cultures can be quite as intriguing as their great works. Imagery from our own packs of playing cards has sunk deeply enough into idiomatic and literary language – as Lord Peter Wimsey remarks, "Many a man is walking the streets of London through failing to draw out trumps" – so too the players of these cards must have carried in their minds the patterns of *Raja, wazir* and ace to the ten, of swords and soldiers, coins and gold, crowns and textiles. This exhibition offers an easy way for children to reach into the imagination of the Indian peoples.

Radioactive witches

Liz Heron on alternative cassettes

Cassettes from the Great Atlantic Radio Conspiracy
The Monkey and the Dragon, Tweed Street, High Bentham, Lancaster LA2 7HW.

Consider the contribution that "alternative" publishing has made in the classroom over the last decade. A host of publications from little known publishers and community presses have made their way into schools as source material for social studies, local history, women's studies and other areas of the curriculum – as well as reaching reluctant readers. They have not only filled existing gaps, but they have also influenced the output of mainstream publishers.

The Monkey and the Dragon is the trade name for a small-scale mail order scheme supplying radio programmes on cassette. These are selections from the regular output of the "Great Atlantic Radio Conspiracy", a collective that broadcasts weekly for half the year on the Baltimore station WBJC FM; one of the many "alternative" radio projects that operate within the American Public Broadcasting system.

The programmes are distributed on tape in the United States, where they are used in various educational contexts. The distributors in this country feel that here too they can be a valuable asset in study groups, in further education and with fifth or sixth form students. Their catalogue of twelve tapes covers a wide range of issues, and there is valuable historical material, as well as oral history, folk culture, and poetry.

The American origin of the tapes has drawbacks. Transatlantic accents and idioms together with unfamiliar cultural references can make apt ideas confusing. The problem is compounded by the absence of any explanatory notes. But these difficulties are surmountable.

The intention is that the tapes should be used in discussion-based teaching – the subjects are widely relevant. Teachers can use the tapes to enliven topics already on the agenda.

Take, for example, the two programmes on nuclear power. The first looks at the history of nuclear power, how a nuclear power plant works, and the dangers connected with normal operations and reprocessing wastes.

The second tackles long-term hazards associated with storing radioactive waste, the political and military background, and the potential of alternative sources of energy.

Another tape has two linked programmes on the threat posed to public health by harmful industrial wastes, and the problems of shifting the natural balance of the elements through industrial pollution.

The programmes bombard the listener with information, but they do present their view as a point of view. It is not the most sophisticated style of presentation, but that in itself has something to recommend it as an invitation to discussion.

Two programmes concentrate on the works of writers: Marge Piercy and Adrienne Rich. Marge Piercy

continued on next page

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continued on next page

From London's Flying Start, *an exhibition at the Museum of London. Picture courtesy of Flight International*

Treasures (continued)

Natural History Museum, London SW7 is opening its Family Centre for children and parents until April 24. In morning and afternoon sessions families can take part in nature quizzes, bark-rubbing, looking through microscopes and examining specimens. There is a small charge for worksheets. Telephone (01) 589 6323.

National Maritime Museum, London SE8 on April 15, 20 and 22 is showing free films about ships. From April 14 to 24 the Planetarium will be running twice daily and changing shows. Admission, 30p for adults, 15p for children. Worksheets available. Telephone (01) 589 4422.

Science Museum, London SW7. Their Easter lecture "Is small still beautiful?" is aimed at secondary school students, and is about alternative technology. Admission is free by ticket on April 10, 12, 13 and 14. Their current exhibitions on Indian science, computer chips and electricity also offer good value. Telephone (01) 589 3456.

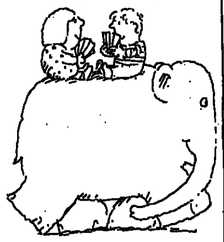
North Western Museum of Science and Industry, Manchester is having a demonstration of machine tools and internal combustion engines on Easter Monday. Admission free. Telephone (061) 273 1955.

Bishop's House, Sheffield is having a brass-rubbing jamboree after Easter. Participation is free.

National Railway Museum York has a programme of film shows throughout the Easter holidays. Telephone (0904) 21261.

Finally, two very worthwhile open air museums start business over Easter. **Weald and Downland Open Air Museum Ltd** illustrates the traditional architecture of the area, with reconstructions of a Saxon hall and charcoal burner's camp, among others, spread over a large area of healthy walking. Telephone (024363) 348.

Beamish: North of England Open Air Museum covers 200 acres, with urban and rural history well represented. A railway layout, a farm and a market area are the setting for craft demonstrations. Telephone (0207) 31811.



Indian playing cards

Radioactive (continued)

has won more critical esteem in this country for her poetry, though it is for her novels that she is most widely known. The tapes contain recordings of poetry readings, mixed with commentary and interviews with Piercy about her work and how she integrates work and politics.

The Adrienne Rich programme is a similar blend of readings and interviews, with the questions approached in terms of the writer's conception of a "woman's culture". She talks about her concern with reconciling instinctive expression with technique/form and describes her development as a move away from the goal of a rigorous technical mastery towards a freer form that would accommodate a wider vision.

My one complaint with both these offerings is that at 25 minutes each they are too short to do justice to either of the writers, and give a tantalizingly superficial insight into their work. None the less they raise a number of questions, and the readings alone are a rare pleasure.

"Changing Men's Roles" and "Men Fighting Sexism" is a pair of programmes that examine the social shaping of masculinity through interviews, chat and songs, and look at the efforts of some men's groups to change their attitudes and expectations of male and female roles, and to become more involved in child care and traditionally female areas of responsibility. In some respects these suffer from "Americanism", conjuring up something of a role-reversal stereotype, but they're still useful prompters to discussion and are bound to generate controversy.

"Witches, Midwives and Nurses" is largely based on the excellent short book of the same title by Barbara Ehrenreich and Deidre English (published here by the Writers and Readers Co-operative) and could best be used in conjunction with this.

It surveys a history of women healers from late medieval times until the late nineteenth century and the ascendency of the medical profession as a male domain. It analyses the relationship between definitions of female illness and women's social role, concluding that in a large measure certain socially rooted ideas about women have informed medical theory and have become institutionalized – rather than being the result of the application of objective science.

Other tapes deal with such topics as community organizations and workers' control across a range of models – in Scandinavia, Yugoslavia, Israel and the United States. One describes the tradition of worker-owned businesses in the plywood industries of the Pacific Northwest. Some programmes deal with contemporary and historical aspects of libertarian socialism in Europe and the United States.

There is much to recommend the contents of this catalogue, and one bonus is the low price of the tapes. The Monkey and the Dragon deserves to succeed. If it does, the distributors plan to make their own tapes here.

Correction

The winners of the Schools Computer Competition, sponsored y the Department of Industry, were announced in the *TES* of 23.3.82. Unfortunately the list omitted St. Stephen's High School, Port Glasgow, Scotland. We apologise for the mistake.

Spectacular sample

Gabrielle Jones reviews 'The Human Race'

The Human Race
Tuesdays, 10.30pm
Thames Television for the ITV network

Desmond Morris promised to unfold for us nothing less than "the success story of *The Human Race*". To judge from the first programme of the series, "Spectacular Inhabitants", the race reached its apogee in twentieth century Los Angeles where "from the biologist's point of view" the dress of the citizens matches perfectly their social and cultural roles. Where they not so offensive it would be easy to dismiss Mr Morris's fantasies as the tendentious rubbish they undoubtedly are, but unfortunately the series is informed by such massive and unthinking prejudices that it demands rebuttal.

Characteristically, Mr Morris's discussion of clothes skipped lightly over their protective over the issue of modesty. Or rather, lack of it. Extensive shots of a pornographic photographer at work focused on a young woman wiggling her body under the arc lights. She is white, young, and seen exclusively from behind.

The Dinka, a tribe in Sudan famous in anthropological circles, wear no clothes but only decorative ornament. Full-frontal shots of "a Dinka female" apparently violate no canon of modesty; does Mr Morris include her in the human race?

One may doubt it. Throughout the programme the necessarily ambivalent evidence of paleontology was presented as straight fact about "primitive man". "Primitive man" was apparently identical with non-industrial societies in the Third World: at any rate it is they whom we were shown as Mr Morris cast his mantle of scientific respectability over the notion that tribal peoples alive today are in fact two million years more backward than we. Whether clothing began as decoration or protection or concealment is hardly going to be discovered by looking at modern Bushmen.

Black people do feature in *The Human Race* in situations other than the bush. They are the criminals dragged off the sidewalk and punched by LA cops. One is even a model in a fashion show. The sample of women is even more selective.

Those who are not tribal "females" are under 30, white, wear a lot of make-up and are constantly concerned to attract the attention of men. This seems a rather narrow sample of the larger half of the human race. *Perhaps if Mr Morris had not abandoned the protection theory* of clothing (not sexy enough I'm afraid) we could have seen some women in factories with protective clothing – but that would have been a different programme.

Mr Morris reluctantly abandoned the issue of modesty and attractiveness in dress so tidily summed up in a short sketch of Californian actress's daily round. Passing naturally by way of tight-crotched jeans to the sexuality of power, the viewer was confronted with the "display armour" of a successful financier.

Like his ancestors (presumably Kalahari Bushmen) the financier likes to keep his possessions on his person. He puts his fountain pen in his pocket. Like *her* ancestors, Ms USA 1982, likes to carry her possessions – which approximate to a baby and some berries – in a bag.

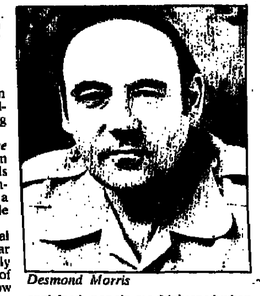
Man is a hunter and woman a gather, you see. How thankful we are to have Mr Morris sitting in his authentic book-lined study, to cast the light of scholarship on these knotty points of modern life.

Disregard of historical processes reached new heights with "the biologist's" explanation of the symbology of the policemen's uniform. As the policeman himself engagingly explained, people are frightened when *they see a gun. It's symbolic. Also* symbolic is the dark blue of the policeman's uniform, which biologically denotes severity and respect.

It is strange how this biological fact should have waited until the growth of police forces in the nineteenth century to surface. Stranger still that policemen in other (less human?) countries like Spain wear khaki. I wonder if it affects their ability to inspire fear? Or maybe the gun has more to do with it after all.

The fourth subject of "Spectacular Inhabitants" was a bishop. His clothes were said to represent man's capacity for symbolic thought, which Carlyle considered so crucial to a consideration of clothing. Mr Morris passed over it in a sentence. He was more interested in discussing man's urge to build as a logical extension of his clothes. He is unstopable. No feeble notions of propriety constrain his fancy. Yet when "a biologist" holds forth on the ideals of city planning one grows very uneasy.

Is all this anxiety misplaced? *The Naked Ape* was, after all, nothing more than a saleable product enshrining views dear to many men's hearts. *The Human Race* is nothing less. When can we expect *the T-shirt* of the book of the series? and will it sell to Dinka females?



Desmond Morris

Life in the garden

FILM/VIDEO
Air Conditioned Garden
16mm. colour and monochrome. 20 minutes
Concord Films Council, 201 Felixstowe Road, Ipswich. £10 loan.

A sign in Covent Garden that read "Air Conditioned Offices to be Let" was transformed to "Air Conditioned Garden to be Let", and the 200,000 square feet of derelict land destined for office development was changed temporarily into a community garden. The garden cost £5,000 (modest considering the amount of work done) and the money came from various sources including the local Community Association, three London councils, and the Gulbenkian Foundation.

Most of this money went on soil, turf and tools, whilst the work was done by a great variety of people – children, pensioners and people on Community Service placements. *Air Conditioned Garden* documents this achievement from its beginning to the farewell festival. Office-building work started on the site in 1979, and the garden has gone. The film concentrates on the building of the garden, evidently a haven from the greyness of London and a vital place for people to meet. Interviews with local people reveal dissatisfaction with the way Covent Garden has been redeveloped, plainly as a tourist attraction and with no thought for the community.

The garden won the London Tourist Board award for the best improvement to a site, and it is depressing to watch the sequences in which it is to make way for office blocks. But the film shows what can be achieved by a community, and the accompanying leaflet mentions "at least 150,000 acres of 'waste land' in Britain", much of it owned by local councils and not wanted for building, so that environmentalists and gardeners could make permanent plans.

This could be a useful film for the classroom, leading to discussions about local government and the way in which local communities can have more control over their environment.

Elizabeth Strawson

FILM
Earthworms: Nature's soil builders
16mm, colour, 11 mins.
Stanton Films, California
Available from Educational Media International, 25 Boileau Road, London W5 3AL

This film concentrates on the importance of the earthworm to soil fertility. It illustrates the basic structure of a worm, its limited senses, its food sources, feeding and digestion, and the casting of the remains.

Two simple investigations are set up. The first uses a wormery to observe the production of burrows, and the commentary explains the value of burrows in aerating, draining and mixing the soil.

The second investigation uses soil in a divided container. Earthworms are added to one side only, and after a month the earthworms are removed and soil from each side is used to fill flower pots.

Seeds are planted, and the seedling growth is shown by the use of time-lapse photography. The seedlings growing in the soil which had had worms living in it grew significantly faster than those in the wormless soil.

The concluding sequences point out that although worms are not important in large scale agriculture, they are in areas such as gardens. Finally, we see young worms emerging from egg cocoons.

This is an introductory film, suitable for 9 to 12-year-olds. It does not give much information on the structure of worms, nor is there any real indication of their variety and the different ways of life that they show. However, at a simple level it does successfully convey the idea that worms play an important role in soil fertility.

John A. Barker

Resigned refugees

by Nick Thomas

Footnotes to a War
A United Nations film. 15 minutes. On sale from Educational Media International, 25 Boileau Road, London W5 3AL Telephone 01-998 8657 Film: £125. Video: £75

This short, undramatic, touching colour film looks at the fate of these Cambodian refugees: a soldier turned camp medic, who narrates the film; a little girl resettled in West Germany with her father; and a young woman in Canada.

Of the three, the little girl is the luckiest, and the happiest: able quickly to absorb the new culture and language – and to teach her father, who finds adaptation harder. The woman in Canada is deeply lonely: her sense of isolation is the dark snowy nights struggling with her gratitude for safety and a future. Her days are spent in a garment factory, still unable to speak to her workmates, and in the evenings she exchanges the electric sewing machine for her old pedal-operated antique brought all the way from home.

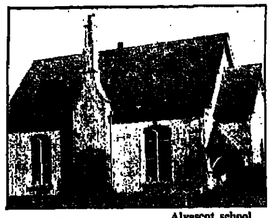
More than half a million Cambodians have been resettled around the world; but 200,000, the film reminds us, are still in camps. The medic who tells the story is one of them: four years so far, and no certainty of ever leaving. Life in the camp is bearable, there is food and shelter; but nothing much to do, little comfort, and little sense of culture. Resignation is the dominant tone.

"Footnotes to a War" is a moving, elegiac piece, as delicately beautiful as its subjects, the Cambodians, and with a potential for sparking deep feelings and strong discussion in a range of teaching situations.

endpage

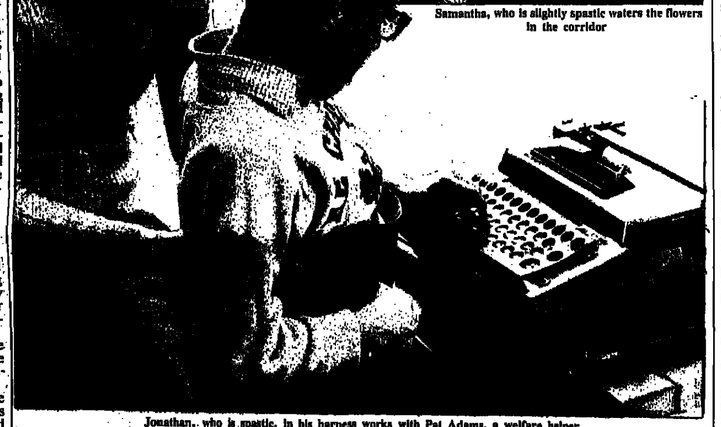
The Alvescot experience

JFE Preece on how handicapped children were introduced into an ordinary nursery school



Alvescot school

Samantha, who is slightly spastic waters the flowers in the corridor



Jonathan, who is spastic, in his harness works with Pat Adams, a welfare helper

It was in September 1977 – before I had even heard of the Warnock Report – that I was asked to admit a retarded child whose speech was so poor that hardly a sound she uttered could be understood.

I had my problems. I had been deprived of qualified teaching help by "the cuts" for one thing, and although I had only 24 four to eight year old children, working in a fairly large, L-shaped room with the assistance of an ancillary helper was very demanding work.

However, I agreed to admit Carole. Although the pre-school pupils attended school for only three hours a day, it was felt that she would benefit from the atmosphere. She was very retarded. The main sound she was capable of producing was a kind of nasal "mm", which preceded everything she tried to say.

Carole spent her days listening to stories, and to other children telling their "news", in painting pictures and writing about her art by the expedient of drawing over the large writing given to her. She sorted and matched colours and pictures, played with sand and water, or any toy she fancied, and played a part in music-and-movement lessons.

Once a week a speech therapist called to give her some individual attention, supplying her with a workbook and orders to practice at home. Carole was proud of the book and worked hard, and it was not long before she could say "baby". A few weeks later, she could say "dinner time", so every day she called everyone to dinner!

Although progress was slow, she left us in July 1980 able to make herself understood in quite reasonable sentences.

We had been working with Carole for about two terms when I was asked by a local doctor if I would consider helping with the education of other handicapped children.

There followed a lengthy discussion of the term "handicapped". I realized that although there are many kinds of handicap, there is one basic need in all cases – to begin their education in a secure and happy atmosphere. In the case of individual needs – special equipment, for instance – was assured that I would receive sympathetic support.

At a meeting local parents almost unanimously endorsed the proposal, realizing that their own, normal children had much to gain from the experience.

In September 1978 I admitted Michael, a retarded boy, for mornings only, and a spastic child, Samantha. My ancillary helper agreed with me that we would not anticipate problems, but would deal with them as they arose. We were delighted that they settled quickly into the school's routine, and played, sang, painted, and so on, and caused few problems. Samantha could take part quite effectively in oral activities.

She was unable to walk, due to a recent operation to lengthen tendons in her legs. Her special walking-frame was kept in a "garage" near her desk. In a few weeks her walking improved, and although she tumbled over quite frequently, she did not harm herself. At first she would not go outside with the others for play-time, but gradually she began to venture out, and now we can't keep her in, even though she still falls frequently. She seems a happy, well-adjusted child.

Angela is a brain-damaged child who was obviously brighter than her peers in the special school she attended. I hesitated as I could not agree to the admission of *any* child unless I could guarantee to cater for all his or her needs, but it was agreed that I could have an extra 15 hours a week of teaching help, so Angela, and Martin, a boy with spina bifida came to the school.

In January 1979 we set about the task of planning and organizing ourselves in the light of recent experiences and in the confidence gained from them, and divided the children into three groups –

Group 1 Mostly pre-school children, attending for mornings only, but including also one or two reception infants not yet ready for formal work, plus Angela and Michael, the retarded boy. (The ancillary helper was a great help with this group.) Five children.

Group 2 Our new teacher's group. Mostly first-year infants, plus Carole, Martin and one or two older infants who found progress difficult for one reason or another. Eight children.

Group 3 All those children who were beginning to use their school day sensibly, including Samantha. 14 children.

THE SCHOOL DAY

0815 to 0840 Children are arriving. I take money from children and parents, notes from mothers of absent ones, perhaps, and talk with any mothers who arrive.

0840 Prayers. Everyone together for news or a Bible story or a discussion about anything currently interesting.

0900 Group 1 painting and writing, then playing with toys or apparatus. Group 2. They usually read for a few minutes to begin the day. Group 3 always have 15 minutes' quiet reading at this time. They then settle to their morning's activities, which can include writing stories, work on some definite project maths, painting, simple English exercises, music music-and-movement, etc.

1315 Story time. (Some of the younger children are very tired by this time and need to be quiet for a while.) Handwork. Free play. Modelling with junk, clay, etc.

1445 School closes.

The weakness of Martin's arms was such a serious problem that our physiotherapist arranged a visit from an expert of the Hugh Ellis Paediatric Assessment Centre, whose advice was used with success. When Martin left us at the end of March, 1980, he was writing his own stories, and a fear of playtime had been overcome with the help of a go-cart from the toy-library. This enabled him to become the active leader of a gang.

We settled well to a routine of work and play that was proving its worth. All of the handicapped children were integrating, not only with their own small group, *but also as members of a fairly normal infant class.*

Jonathan was another spastic child, who was unable to walk, and whose arms and speech were seriously affected. His mother was badly distressed about him and his possible future. She wanted him to be treated as normally as possible, and insisted that he was mentally normal.

I asked to see the boy, and admit I was horrified by the extent of his handicaps. I finally agreed to help, but very much on a trial basis. He found it very difficult to settle sometimes screaming so much that he had to be taken from the classroom. Sometimes his mother had to be sent for to calm him down. I was offered a welfare helper for him, who would move him about as necessary, see to his toilet needs and be generally responsible for his welfare. Then we tried again, slowly at first, mornings only.

His mother provided an electric typewriter for him, and our physiotherapist produced notes on how he might be helped to use it. This training was given to him by his welfare helper, half an hour at a time, in the privacy of my office. Jonathan learned rapidly, both how to use the machine, and also the names and sounds of letters. When this was accomplished, he returned to the classroom, complete with the machine, and has since made progress, comparable with that of the other children. He has speech therapy regularly, and physiotherapy in school twice a week. His speech has improved noticeably.

The attitude of the normal children has been marvellous. There has always been someone prepared to help, or play with them. Our severely-handicapped boy is of normal intelligence, and romps freely about the school on all fours. Nobody is distressed because he is different.

James is a local boy with cystic fibrosis, who knew that he would not survive to adulthood. He discussed this quite openly and calmly with me. In his quiet, private conversations with me I found that if I remained apparently relaxed and happy these (for me) sad moments passed and he returned contentedly to work or play, relieved of his need to talk. He often tells me, with a big smile, that he loves his school.

Of course, there have been bad times, too. Jonathan, who is spastic, screamed and screamed when he could not make himself understood. I feared lest the other children should become distressed. Once again, I found that if I treated them in exactly the same way as usual, they could accept it and continue with their activities.

Angela, the brain-damaged girl, was at first very difficult. On the advice of the paediatrician we made a list of priorities and worked on her difficulties one at a time, and she gradually exhibited a more acceptable pattern of behaviour.

I believe that a caring head teacher, with the support of a well-organized infant class and of all the specialist agencies available, will solve most of the difficulties. Indeed, provided that the normal children are well established to begin with, *they* will often solve the problems with no guidance from adults at all.

I found that it was good advice never to worry about things that would probably never happen, and to solve problems as they occurred. I found help no matter what the difficulty was, as long as I was prepared to ask for it.

I found, too, that normal children are naturally compassionate and helpful. I think probably the handicapped children in my care get as much help from the other normal children as they get from anyone else.

I did not put restraints on the handicapped children, and allowed them to take risks as I found they know their own limitations, and can be trusted not to go too far. It was, however, necessary to plan playground apparatus that they could use – go-carts, tractors, etc. Parents were extremely helpful with equipment.

I found it useful to keep a very full, detailed notebook about each handicapped child. Looking back over them at a later date, I am intrigued to discover how much we have learned together.

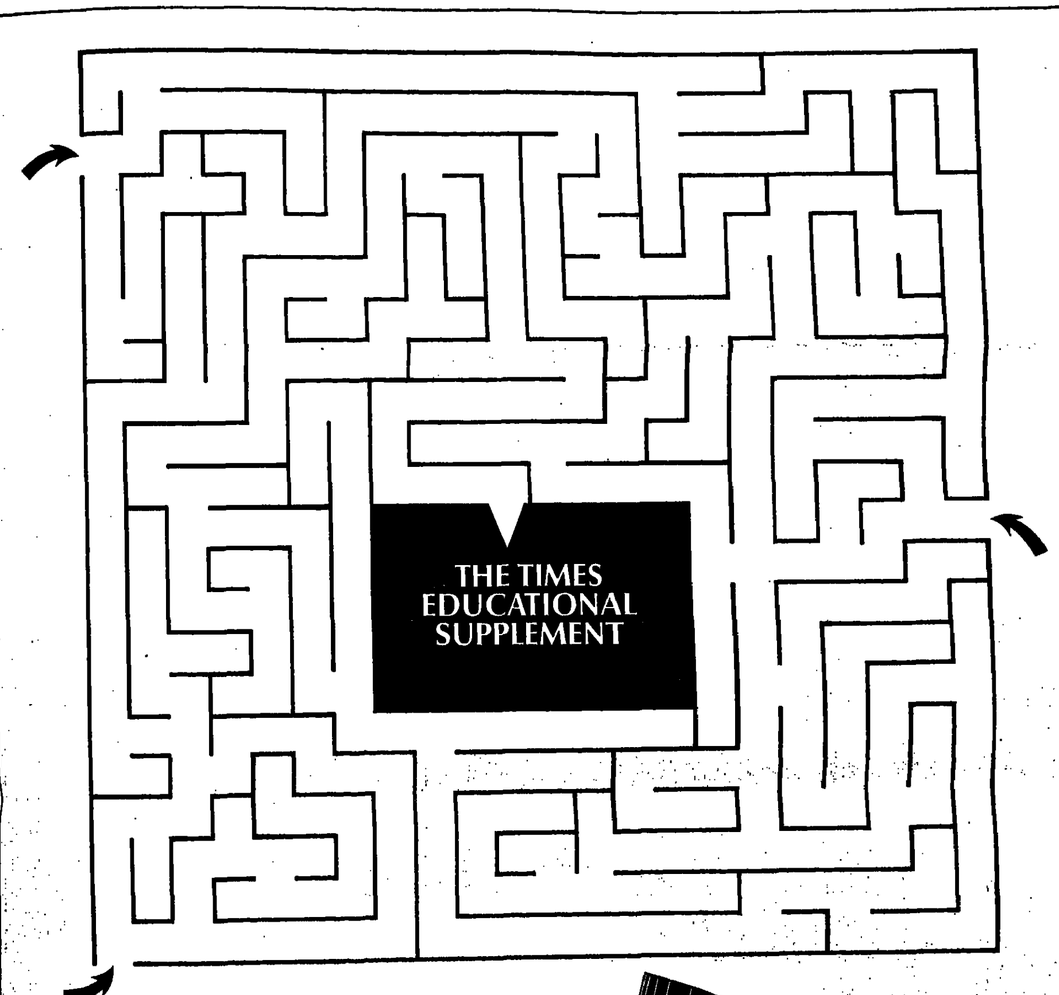
I have always informed the school when another handicapped child is expected. In very simple and general terms I tell them what to expect. This has encouraged them to feel important – as, indeed, they are. We all try to avoid the danger of doing or saying anything that might distress the handicapped child.

All handicapped children are encouraged all the time to integrate with the others. There are very few rules to keep, but those we have are firmly kept – by everyone. I allow the mentally-retarded children to repeat work as often as they like, in order to progress and acquire confidence.

Allowances are made, by all of us, each for the needs of the others, and once the nature of the handicap is known by everyone, we find that everyone is keen to help, because we had that kind of atmosphere in the beginning, before we ever admitted any handicapped children.

So you may find, if you come to visit us, that for example, the mildly-physically-handicapped children are allowed to stay in at playtime if the weather is unkind, and are not expected to join in fully with physical activities. Severely-handicapped children are not, of course, expected to do anything impossible for them, but nonetheless a very high standard of achievement is looked for, whatever the handicap might be.

For the normal child, the school is still normal, and I fully intend that it shall remain so, for this is the very essence of what the Warnock Report is about, and I have seen it working.



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Primary School Education

Headships

BROMLEY

LONDON BOROUGH OF BROMLEY
BECKENHAM PRIMARY SCHOOL
Bromley Lane, Chislehurst, Kent, BR7 6LH
HEAD TEACHER GROUP 3
Applications are invited for suitably qualified and experienced teachers for the above post, tenable from 1st September 1982.
Application forms, and further details available from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ (foolscap sae). (37931) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL, MCLEOD ROAD, GRAVESEND, DA12 5EA.
Required 4, Roll: 300.
APPOINTMENT OF HEAD TEACHER
Applications are invited for the above post which will become vacant from September 1982 (earlier dates should be by arrangement). Application forms and further details obtainable from the Divisional Education Officer, Oxford House, Bedford Place, Ashford, Kent, TN23 1EP. Closing date 22nd April, 1982.
This is a re-advertisement. Previous applicants need not apply. 110009

SWALE DIVISION
MILTON REGIS COUNTY INFANT SCHOOL
Court Road, Sittingbourne, Kent, ME10 3JL
Required 5, Roll: 153
APPOINTMENT OF HEAD TEACHER
Applications are invited for the above post as from the 1st September 1982.

BARTLIP ENDOWED C.E. PRIMARY SCHOOL (Aided)
Bartlip, Sittingbourne, ME9 7SA
Group 4, Roll: to 60
APPOINTMENT OF HEAD TEACHER
Applications are invited from Communicant Members of the Church of England for appointment as Head Teacher from 1st September, 1982.

DORSET

OKEFORD FITZPAINE CE (AIDED) PRIMARY SCHOOL
Sqn. 40 Road
HEADTEACHER (Group 1)
required for a two year temporary appointment from September 1982.
Application forms, returnable by 30th April, from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ (foolscap sae). (37931) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. JOHN McLEOD (Aided), PRIMARY SCHOOL, Hillborough Manor Way, Temple Hill, Dartford, DA1 5EA.
Required 4, Roll: 300.
APPOINTMENT OF HEAD TEACHER
Applications are invited for the above post which will become vacant from September 1982 (earlier dates should be by arrangement). Application forms and further details obtainable from the Divisional Education Officer, Oxford House, Bedford Place, Ashford, Kent, TN23 1EP. Closing date 22nd April, 1982.
This is a re-advertisement. Previous applicants need not apply.

SWALE DIVISION
MILTON REGIS COUNTY INFANT SCHOOL
Court Road, Sittingbourne, Kent, ME10 3JL
Required 5, Roll: 153
APPOINTMENT OF HEAD TEACHER
(6.4.8 please). To whom completed forms should be returned. Interviews are asked to note that it is the County Council's view that it is undesirable for their employees to be members of an appropriate Trade Union. (45333) 130010

WARWICKSHIRE

BISHOP WULSTAN R.C. (AIDED) HIGH SCHOOL
Oak Street, Dunchurch, Rugby, CV22 6EA
(368 on roll, 12 - 16)

The Governors invited applications from suitably qualified, experienced and practising Catholic teachers for appointment as Head of the three-form-entry boys' and girls' school for September, 1982, Group 8.

The successful candidate should be conversant with the C.E.C. Teachers' Contract.

Application form and details can be obtained from and should be returned to Rev. A. McGvin, 17 Lime Tree Avenue, Bilton, Rugby, by 30th April, 1982 (foolscap SAE please). (45417) 130010

HOUNSLOW

HESTON JUNIOR SCHOOL
Heston Road, Heston TW5 0QR
Tel: 01-570 1285
HEAD: MISS ABBY Mr. I A Jackson
Required for September 1982 **DEPUTY HEADTEACHER** (Scale 3) **C.S.E. CLOSING DATE: 30th April.**
Application form and further details from the Director of Education, Civic Centre, High Street, Hounslow, TW3 4DN. Please enclose foolscap envelope. (45356) 110019

ST. HELENS
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER
BLACK HILL COUNTY INFANTS SCHOOL
(Group 3)
Required for 1st September, 1982.
Further details and application forms are available from the Director of Education, Education Department, County Bridge House, Hardshaw Street, St. Helens, WA10 1HP, to whom completed forms should be returned by 23rd April, 1982. (45355) 110019

LEICESTERSHIRE

ROSE C.E. (CONTROLLED) PRIMARY SCHOOL, HEADTEACHER - GROUP 1
HEAD required August. Approximately 56 on roll. The school has been reorganised, extended and refurbished. Details on request (SAE).
Application forms, with the names and addresses of three referees, to the Director of Education, 2 Wellington Square, Leicester, LE1 6HP by 30th April. (45351) 110019

School house available if required.
Application forms and further details for both the above posts from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, Kent, ME10 3HS (s.a.e. please) to whom applications should be returned by the 23rd April, 1982.

CANTERBURY DIVISION
WESTMEADS COUNTY INFANT SCHOOL
Cromwell Road, Westmeads, Whitstable, CT5 1NA.
APPOINTMENT OF HEAD TEACHER
Applications are invited for this Group 2 Infant's School to be opened in the Autumn Term, 1982 on the retirement of the present holder of the post.
Application forms and further details obtainable from the Divisional Education Officer, 78 London Road, Canterbury, CT2 8LN. (s.a.e. please) returnable within two weeks of appearance of this advertisement.

TONBRIDGE AND MALLING DIVISION
WEST MALLING C.E. PRIMARY SCHOOL
(Aided)
Old Cricket Ground, West Malling, Maidstone, ME19 6HD
Group 4, Roll: 131 + approx 30 under fives.
APPOINTMENT OF HEAD TEACHER
Appointment to take effect from 1st January 1983.
Further particulars and application forms from Divisional Education Officer, Mill Way, West Malling, Kent, ME19 6RA, to whom they should be returned by 23rd April, 1982 (s.a.e. please).

MAIDSTONE DIVISION
BOUGHTON MONCHELSEA C.P. PRIMARY SCHOOL (Aided)
Wicknor Road, Park Wood, Maidstone, ME15 9QG
Group 3, Roll: 249.
APPOINTMENT OF HEAD TEACHER
Applications are invited from suitably qualified and experienced Catholic teachers for the post of Head Teacher. It is hoped to make an appointment for September, 1982.
Application forms and further particulars are obtainable from the Divisional Education Officer, Mill Way, West Malling, Kent, ME19 6RA, and Father Dominic Mary, Chairman of the Governors, The Holy Family Presbytery, Boughton Lane, Loose, Maidstone, Kent, ME15 9QS, by 30th April, 1982.
Previous applicants need not reapply as they will be reconsidered. 110016

LEICESTERSHIRE

ROSE C.E. (CONTROLLED) PRIMARY SCHOOL, HEADTEACHER - GROUP 1
HEAD required August. Approximately 56 on roll. The school has been reorganised, extended and refurbished. Details on request (SAE).
Application forms, with the names and addresses of three referees, to the Director of Education, 2 Wellington Square, Leicester, LE1 6HP by 30th April. (45351) 110019

Deputy Headships Second Masters/ Mistresses

BEXLEY

LONDON BOROUGH OF LONGLANDS PRIMARY SCHOOL
Bidcup, Roll 294
Deputy Head Teacher required for this Group 3 School for September when a vacancy will occur because of promotion. The successful applicant will be expected to teach in the Middle School Department. Keen interest in the development of the curriculum throughout the whole age range is desirable. Interest in Music and/or REMEDIAL education would be an advantage. A happy, hard-working, willing and interested member of the staff is sought.
Application forms and further details available from the Deputy Head Teacher at the school within 10 days of this advertisement. 110018

ESSEX

BURNHAM ON CROUCH PRIMARY SCHOOL
Devonshire Road, Burnham-on-Crouch
DEPUTY HEADTEACHER
Applications are invited for the Deputy Headship of this 2 form entry School to commence in September 1982.
Closing date 30th April, 1982.
Application forms and details from Area Education Officer, Springfield Lodge, Springfield, Chelmsford. (foolscap s.a.e. please). 110015

THAMESIDE COUNTY INFANT SCHOOL
Manor Road, Grays, Essex, RM16 2HS. Tel: 73677 (STD 0375)
DEPUTY HEADTEACHER
Group 5
Required September 1982. Applications are invited from suitably qualified teachers with ability to lead an infant class and to accept responsibilities which include administration and involvement with curriculum development. Closing date 30th April 1982.
Application forms and further details available from the Area Education Officer, Victory Road, Grays (foolscap s.a.e. please). (45750) 110018

HOUNSLOW

HESTON JUNIOR SCHOOL
(Group 4)
Heston Road, Heston TW5 0QR
Tel: 01-570 1285
HEAD: MISS ABBY Mr. I A Jackson
Required for September 1982 **DEPUTY HEADTEACHER** (Scale 3) **C.S.E. CLOSING DATE: 30th April.**
Application form and further details from the Director of Education, Civic Centre, High Street, Hounslow, TW3 4DN. Please enclose foolscap envelope. (45356) 110019

ST. HELENS
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER
BLACK HILL COUNTY INFANTS SCHOOL
(Group 3)
Required for 1st September, 1982.
Further details and application forms are available from the Director of Education, Education Department, County Bridge House, Hardshaw Street, St. Helens, WA10 1HP, to whom completed forms should be returned by 23rd April, 1982. (45355) 110019

HUMBERSIDE

EDUCATION COMMITTEE
Grimsby Division
ST. MARY'S FIRST AND MIDDLE SCHOOL
Nemaness Road, Grimsby
Required for September 1982: **HEADTEACHER** as 2.8 - **FIRST HEAD GROUP 3**
The successful applicant will be expected to teach in the Middle School Department. Keen interest in the development of the curriculum throughout the whole age range is desirable. Interest in and/or **REMEDIAL** education would be an advantage. A happy, hard-working, willing and interested member of the present holder of the post.
Application forms and further details obtainable from the Divisional Education Officer, Eleanor House, Victoria Park, Grimsby (s.a.e. please) returnable within two weeks of appearance of this advertisement.

CAMBRIDGESHIRE

NORTHERN AREA
WINYATES C.P. SCHOOL
Orton Goldhay, Peterborough, PE2 0UY
Tel: 0733 233185
Head Teacher: Mr. P.J. Britton
ROLL 420
The school is opening in January 1983 in open-plan and serves children in the new town development of Orton Goldhay. The school positively encourages parental and community involvement in its work.
REQUIRED FOR SEPTEMBER 1982 teacher to co-ordinate the learning experiences of children in their early years.
Possibility of assistance with housing in appropriate cases.
Forms of application and further details available from the Head Teacher at the above address (S.A.E. please). Closing date for receipt of applications, 30th April, 1982. (37481) 110020

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
DIAGNOSTIC CLASS
DORYDENE PRIMARY SCHOOL
Oldfield Lane, Greenford, Middlesex, UB6 9LA
Requires as soon as possible an experienced First School Teacher.
For further information see under Special Education Posts & appointments. (45755) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. INFANT SCHOOL
Cleveland Park, London E15 1BB
Head Teacher: Miss C.A. Flynn
Number on roll: 148 (infants) + 30 place Nursery Unit.
NURSERY NURSE
(Scale 2 for suitable applicant)
Required: September 1982. A suitably qualified Nursery Nurse is required for a purpose built Nursery Unit opening in September 1982. It is hoped to appoint the same size as the Infant School and the unit. Applicants should be possibly
London Allowance: £789.
Application forms (s.a.e. please) available from Clerk to the Governors, Education Offices, 1st A.V., Education Offices, Stratford, Nursuford Lane, E15 4BS, to whom completed forms should be returned by 30th April 1982. (45753) 110020

HUMBERSIDE

EDUCATION COMMITTEE
Grimsby Division
ST. MARY'S FIRST AND MIDDLE SCHOOL
Nemaness Road, Grimsby
Required for September 1982: **DEPUTY HEADTEACHER** as 2.8 - **FIRST HEAD GROUP 3**
The successful applicant will be expected to teach in the Middle School Department. Keen interest in the development of the curriculum throughout the whole age range is desirable. Interest in and/or **REMEDIAL** education would be an advantage. A happy, hard-working, willing and interested member of the present holder of the post.
Application forms and further details obtainable from the Divisional Education Officer, Eleanor House, Victoria Park, Grimsby (s.a.e. please) returnable within two weeks of appearance of this advertisement. 110018

Scale 2 Posts and above

CAMBRIDGESHIRE

NORTHERN AREA
WINYATES C.P. SCHOOL
Orton Goldhay, Peterborough, PE2 0UY
Tel: 0733 233185
Head Teacher: Mr. P.J. Britton
ROLL 420
The school is opening in January 1983 in open-plan and serves children in the new town development of Orton Goldhay. The school positively encourages parental and community involvement in its work.
REQUIRED FOR SEPTEMBER 1982 teacher to co-ordinate the learning experiences of children in their early years.
Possibility of assistance with housing in appropriate cases.
Forms of application and further details available from the Head Teacher at the above address (S.A.E. please). Closing date for receipt of applications, 30th April, 1982. (37481) 110020

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
DIAGNOSTIC CLASS
DORYDENE PRIMARY SCHOOL
Oldfield Lane, Greenford, Middlesex, UB6 9LA
Requires as soon as possible an experienced First School Teacher.
For further information see under Special Education Posts & appointments. (45755) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. INFANT SCHOOL
Cleveland Park, London E15 1BB
Head Teacher: Miss C.A. Flynn
Number on roll: 148 (infants) + 30 place Nursery Unit.
NURSERY NURSE
(Scale 2 for suitable applicant)
Required: September 1982. A suitably qualified Nursery Nurse is required for a purpose built Nursery Unit opening in September 1982. It is hoped to appoint the same size as the Infant School and the unit. Applicants should be possibly
London Allowance: £789.
Application forms (s.a.e. please) available from Clerk to the Governors, Education Offices, 1st A.V., Education Offices, Stratford, Nursuford Lane, E15 4BS, to whom completed forms should be returned by 30th April 1982. (45753) 110020

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE

COUNTY COUNCIL
JOHN COLET COUNTY SECONDARY SCHOOL
Wheat Road, Wendover
Tel: 0296 623 Mr. J. Newman (Headteacher)
DEPUTY HEADTEACHER
Required in September due to promotion of present holder to a Headship.
Group 5, principally of a pastoral nature. Group 10. Assistance with remedial classes is given in approved cases.
Application form and further details from the Deputy Education Officer, Eaglands Lane, Aylesbury. Closing date 30th April. (45356) 130018

CUMBRIA

COUNTY COUNCIL
HORNCLIFFE SCHOOL
Horncliffe Road, Barrow-in-Furness
Mixed Comprehensive 11 - 16 years. 1200 on roll. Group 5
DEPUTY HEAD required for September 1982. The successful applicant will be expected to take responsibility for all aspects of school organisation and to be actively involved in curriculum development and implementation. Applicants should have a wide experience of pastoral work and be willing to take part in the extra-curricular activities of the school. Preference will also be given to candidates who can offer some subject specialism.
Application forms and further details obtainable from and to be returned to the Headteacher at the school within 14 days of this advertisement. (45755) 130018

CUMBRIA

COUNTY COUNCIL
MILLVALE SCHOOL
Flatlington, Workington
(Mixed comprehensive 11 - 16 years. 700 on Roll)
Required for September 1982 as Second Master/Mistress. (Salary Deputy Head Scale, Group 8). The future of Secondary Education in West Cumbria, currently under review.
The successful candidate will be responsible for general administration throughout the school, including timetabling, examinations, staff duties, and some financial matters, and will be involved in close contact with the Head and Senior colleagues.
Application forms and further details from the Head, to whom completed forms should be returned within 14 days of this advertisement. (37480) 130012

SOLIHULL

EDUCATION COMMITTEE
THE ARCHBISHOP GRIMSHAW SCHOOL
This is a Catholic all ability 11 - 18 school which opened in 1970 with superb purpose built facilities. There are at present 1360 on roll including 130 in the 6th Form.
Required for September 1982: **HEAD OF UPPER SCHOOL (SENIOR TEACHER)**. The Governors would be pleased to receive applications from well qualified and experienced Catholic teachers who can offer the assistance of a team of tutors, would be responsible for the organisation and development of the 6th Form.
Application forms and further details are available (S.A.E.) from The Headmaster, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Birmingham, B29 6NY or (0121) 475 5331. (45341) 130012

Remedial Posts

Heads of Department

DERBYSHIRE

EDUCATION COMMITTEE
HEANOR GATE SCHOOL
Smaller Hill, Heanor, Derbyshire, DE7 8NA
Headmaster: D.C. Campion B.A.
(Re-advertisement)
Required for September, 1982, **HEAD OF REMEDIAL DEPT.** (Scale 3.)
Further particulars and application form can be obtained from the Headmaster, to whom it should be returned as soon as possible. Derbyshire County Council is an Equal Opportunity Employer. (43755) 130018

Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE
HEANOR GATE SCHOOL
Smaller Hill, Heanor, Derbyshire, DE7 8NA
Headmaster: D.C. Campion B.A.
(Re-advertisement)
Required for September, 1982, **HEAD OF REMEDIAL DEPT.** (Scale 3.)
Further particulars and application form can be obtained from the Headmaster, to whom it should be returned as soon as possible. Derbyshire County Council is an Equal Opportunity Employer. (43755) 130018

HUMBERSIDE

EDUCATION COMMITTEE
Grimsby Division
TIMMY Division
LAMBERT Avenue, Cleethorpes
SERVICE Road, Grimsby
Tel: 0472 696 **HEAD** 12 - 16
Have a vacancy for a teacher to be responsible for the day to day running of this 2 - 16 comprehensive unit. The successful applicant will be expected to have a keen interest in the arts and should be prepared to work with children who can work in isolation from the rest of the staff. An enthusiastic teacher who is prepared to work hard and long hours is required.
Application forms and further information, obtainable from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement. (45356) 130018

Secondary Education

Headships

CUMBRIA

COUNTY COUNCIL
HIGH SCHOOL OF ST. BEGA'S C OF E (VOLUNTARY AIDED) PRIMARY SCHOOL
Voluntary aided Roll 4. Group 4.
Required for September 1982 as soon after as possible thereafter. Group 2 school with responsibility for a number of curriculum areas.
Application forms and further details from the Director of Education, Cumbria House, Carlisle, CA1 1RD, to whom completed forms should be returned by 23rd April, 1982. (45354) 130018

BRISTOL

BEDMINSTER DOWN SECONDARY SCHOOL
Donald Road, Bristol BS13 0NG
REQUIRED FOR SEPTEMBER: A First Deputy Head (Group 5). The vacancy occurs because of promotion to a Headship. The successful candidate will join the Senior Management Team and be involved in all aspects of school organisation, and in the formulation of policy. The present deputy has particular responsibility for the curriculum and timetabling, but a new Headteacher joins the school in September and senior management roles may then be revised.
Apply by letter with a tabulated curriculum vitae and the names and addresses of two educational referees to the Headteacher at the school. (45313) 130018

CUMBRIA

COUNTY COUNCIL
MILLVALE SCHOOL
Flatlington, Workington
(Mixed comprehensive 11 - 16 years. 700 on Roll)
Required for September 1982 as Second Master/Mistress. (Salary Deputy Head Scale, Group 8). The future of Secondary Education in West Cumbria, currently under review.
The successful candidate will be responsible for general administration throughout the school, including timetabling, examinations, staff duties, and some financial matters, and will be involved in close contact with the Head and Senior colleagues.
Application forms and further details from the Head, to whom completed forms should be returned within 14 days of this advertisement. (37480) 130012

SOLIHULL

EDUCATION COMMITTEE
THE ARCHBISHOP GRIMSHAW SCHOOL
This is a Catholic all ability 11 - 18 school which opened in 1970 with superb purpose built facilities. There are at present 1360 on roll including 130 in the 6th Form.
Required for September 1982: **HEAD OF UPPER SCHOOL (SENIOR TEACHER)**. The Governors would be pleased to receive applications from well qualified and experienced Catholic teachers who can offer the assistance of a team of tutors, would be responsible for the organisation and development of the 6th Form.
Application forms and further details are available (S.A.E.) from The Headmaster, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Birmingham, B29 6NY or (0121) 475 5331. (45341) 130012

Remedial Posts

Scale 2 Posts and above

OXFORDSHIRE
COUNTY COUNCIL
Education Department
Remedial Advisory Team
An experienced primary teacher is required to join the team of advisory teachers for the West Oxfordshire area.
Full details and application form available from the County Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA. Closing date 30th April. S.A.E. please. (37481) 110020

Secondary Education

Headships

CUMBRIA

COUNTY COUNCIL
HIGH SCHOOL OF ST. BEGA'S C OF E (VOLUNTARY AIDED) PRIMARY SCHOOL
Voluntary aided Roll 4. Group 4.
Required for September 1982 as soon after as possible thereafter. Group 2 school with responsibility for a number of curriculum areas.
Application forms and further details from the Director of Education, Cumbria House, Carlisle, CA1 1RD, to whom completed forms should be returned by 23rd April, 1982. (45354) 130018

LONDON

INNER LONDON EDUCATION AUTHORITY
ST. MANNING R.C. (SC) SCHOOL
St. Charles Square, London W10
Tel: 01) 969-7111
Required from September 1982 (Readmistress, Sister Mary Joseph)
Required from September 1982 **REMEDIAL TEACHER** Scale 2, to teach Reading, English and Mathematics to groups withdrawn from mixed ability classes for set as Second in the Department.
Primary experience an advantage. Visits welcomed by appointment.
Application forms with two referees. (45863) 130018

Hounslow

Required as soon as possible, suitably qualified

SUPPLY TEACHER

for Primary, Secondary and Special Schools.

The Hounslow Authority will be especially interested in applicants qualified in Business Studies, Mathematics and Science. All applicants must have completed their probationary period.

Scale 1 + London Allowance £498 p.a. pro rata.

Application forms from the Director of Education (P/MMB), Civic Centre, Lampton Road, Hounslow. Please enclose a stamped, addressed, foolscap envelope.

By Subject Classification

Arts and Design
Heads of Department
KENT
COUNTY COUNCIL
Education Department
Thanet Division
ST GEORGE'S CE (Controlled) Secondary School, Westwood Road, Broadstairs
Required for September 1982, Head of Art Department, Scale 3. The candidate would be expected to have considerable experience and the ability to organise the varied activities of this creative area which comprises the department, which is housed in a block, modern purpose-built. Applications, giving the names and addresses of two referees to the Headmaster. 131218

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL
Brueton Avenue, Solihull
Tel: 0564 703 118
HEAD OF ART/DESIGN FACULTY - Scale 4
Required for September 1982. A mixed 11 - 18 all-ability school of some 800 pupils with a purpose built Art/Design block covering all aspects of art, workshop and craft areas and the Head of Faculty is responsible for leading a team of teachers and organising all the work of the Faculty.
School details and application forms are obtainable from the Headmaster (s.a.e. please) to whom they must be returned within 14 days of this advertisement. (45345) 131218

Scale 2 Posts and above

LONDON

INNER LONDON EDUCATION AUTHORITY
ST. PHILIP HOWARD RC (BOYS) SCHOOL
Upper North Street, Poplar, London E14
Tel: 01 987 1028
Roll 484
Required from September 1982 Head of Art Scale 3 with responsibility for Art teacher who could also offer some pottery.
Excellent facilities with Art Rooms and fully equipped Pottery Room.
Forms obtainable from the Headmaster at the school to whom they should be returned as soon as possible. (45880) 131220

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 11)
ABLE ENTHUSIAST (Scale 2) to take charge of Craft Department. Textiles/Printing useful but not essential.
Further details from Head (sae). (45367) 131220

SOLIHULL
EDUCATION COMMITTEE
ARDEN SIXTH FORM CENTRE
Station Road, Knowle, Solihull, West Midlands
(11 - 16 Comprehensive : 770 on roll)
Required for September 1982, as a teacher of Design (Scale 2). A teacher of Woodwork and Technical Drawing is required to be considered for the post, and the following would be an advantage: Experience in Graphic Communication work; Technical Drawing and Graphics.
Apply by letter to Head Teacher (enclosing s.a.e.) 131220 (45338)

Scale 1 Posts

CROYDON

LONDON BOROUGH OF
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR7 7EL
Tel: 01-653 6801/3
Tenable: 19 April 1982
Temporary Teacher of Portuguese for the Summer Term, the school has well equipped language Craft room. Ability with other Craft subjects and/or games would be useful.
Application forms and further details from the Education Department, Telephone 01-689 4433, Ext. 2674.
SALARY Burnham Scale 3 with London Area Allowances.
Please send S A E for application form from and to be returned to the Headteacher as soon as possible. (45850) 131220

ESSEX

CAMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: 0277 899 (Stan) (Tel) 8207
ART/CRAFT TEACHER Scale 1
Required September to this Rapidly Expanding School for 35% normal roll. Limited mixed accommodation, three bedroomed house and low rent, London allowance £1104 per annum. Removal and travelling expenses. Excellent prospects.
Application forms and further details available from Mr. C. R. T. Cryer, Headmaster, to whom completed forms should be returned within 14 days of this advertisement. 131220

NORTHAMPTONSHIRE

ROADE COMPREHENSIVE SCHOOL
Stratford Road, Roade, Northampton NN7 2LU
Required for September 1982 a teacher of Art (Scale 1) at this 11 - 18 rural Comprehensive school offering courses to C.S.E., 'O' level and 'A' level. The successful candidate will be expected to teach 50% of their Design and Pottery in the Lower School and to 'O' level in the first instance.
Further details and application form available from the Headmaster (S.A.E. please). (45274) 132222

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 11)
AIRCRAFT TEACHER (Scale 1)
In Design Faculty. Interest in Textiles/Printing useful, but not essential.
Further details from Head (sae). (45358) 131220

Scale 1 Posts

Heads of Department

LONDON

INNER LONDON EDUCATION AUTHORITY
SIR JOHN MANNING R.C. (SC) SCHOOL
St. Charles Square, London W10
Tel: 969-7111
Required from September 1982 (Headmistress, Sister Mary Joseph)
Required from September 1982 **REMEDIAL TEACHER** Scale 2, to teach Reading, English and Mathematics to groups withdrawn from mixed ability classes for set as Second in the Department.
Primary experience an advantage. Visits welcomed by appointment.
Application forms with two referees. (45863) 131020

Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE
HEANOR GATE SCHOOL
Smaller Hill, Heanor, Derbyshire, DE7 8NA
Headmaster: D.C. Campion B.A.
(Re-advertisement)
Required for September, 1982, **HEAD OF REMEDIAL DEPT.** (Scale 3.)
Further particulars and application form can be obtained from the Headmaster, to whom it should be returned as soon as possible. Derbyshire County Council is an Equal Opportunity Employer. (43755) 131018

Scale 2 Posts and above

LONDON

INNER LONDON EDUCATION AUTHORITY
SIR JOHN MANNING R.C. (SC) SCHOOL
St. Charles Square, London W10
Tel: 969-7111
Required from September 1982 (Headmistress, Sister Mary Joseph)
Required from September 1982 **REMEDIAL TEACHER** Scale 2, to teach Reading, English and Mathematics to groups withdrawn from mixed ability classes for set as Second in the Department.
Primary experience an advantage. Visits welcomed by appointment.
Application forms with two referees. (45863) 131020

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 11)
AIRCRAFT TEACHER (Scale 1)
In Design Faculty. Interest in Textiles/Printing useful, but not essential.
Further details from Head (sae). (45358) 131220

Scale 1 Posts

CROYDON

LONDON BOROUGH OF
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR7 7EL
Tel: 01-653 6801/3
Tenable: 19 April 1982
Temporary Teacher of Portuguese for the Summer Term, the school has well equipped language Craft room. Ability with other Craft subjects and/or games would be useful.
Application forms and further details from the Education Department, Telephone 01-689 4433, Ext. 2674.
SALARY Burnham Scale 3 with London Area Allowances.
Please send S A E for application form from and to be returned to the Headteacher as soon as possible. (45850) 131220

ESSEX

CAMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: 0277 899 (Stan) (Tel) 8207
ART/CRAFT TEACHER Scale 1
Required September to this Rapidly Expanding School for 35% normal roll. Limited mixed accommodation, three bedroomed house and low rent, London allowance £1104 per annum. Removal and travelling expenses. Excellent prospects.
Application forms and further details available from Mr. C. R. T. Cryer, Headmaster, to whom completed forms should be returned within 14 days of this advertisement. 131220

NORTHAMPTONSHIRE

ROADE COMPREHENSIVE SCHOOL
Stratford Road, Roade, Northampton NN7 2LU
Required for September 1982 a teacher of Art (Scale 1) at this 11 - 18 rural Comprehensive school offering courses to C.S.E., 'O' level and 'A' level. The successful candidate will be expected to teach 50% of their Design and Pottery in the Lower School and to 'O' level in the first instance.
Further details and application form available from the Headmaster (S.A.E. please). (45274) 132222

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 11)
AIRCRAFT TEACHER (Scale 1)
In Design Faculty. Interest in Textiles/Printing useful, but not essential.
Further details from Head (sae). (45358) 131220

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL
Brueton Avenue, Solihull
Tel: 0564 703 118
HEAD OF ART/DESIGN FACULTY - Scale 4
Required for September 1982. A mixed 11 - 18 all-ability school of some 800 pupils with a purpose built Art/Design block covering all aspects of art, workshop and craft areas and the Head of Faculty is responsible for leading a team of teachers and organising all the work of the Faculty.
School details and application forms are obtainable from the Headmaster (s.a.e. please) to whom they must be returned within 14 days of this advertisement. (45345) 131218

Scale 2 Posts and above

LONDON

INNER LONDON EDUCATION AUTHORITY
ST. PHILIP HOWARD RC (BOYS) SCHOOL
Upper North Street, Poplar, London E14
Tel: 01 987 1028
Roll 484
Required from September 1982 Head of Art Scale 3 with responsibility for Art teacher who could also offer some pottery.
Excellent facilities with Art Rooms and fully equipped Pottery Room.
Application forms available from the Headmaster at the school to whom they should be returned as soon as possible. (45880) 131220

SHROPSHIRE

EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 11)
ABLE ENTHUSIAST (Scale 2) to take charge of Craft Department. Textiles/Printing useful but not essential.
Further details from Head (sae). (45367) 131220

SOLIHULL
EDUCATION COMMITTEE
ARDEN SIXTH FORM CENTRE
Station Road, Knowle, Solihull, West Midlands
(11 - 16 Comprehensive : 770 on roll)
Required for September 1982, as a teacher of Design (Scale 2). A teacher of Woodwork and Technical Drawing is required to be considered for the post, and the following would be an advantage: Experience in Graphic Communication work; Technical Drawing and Graphics.
Apply by letter to Head (enclosing s.a.e.) 131220 (45338)

Scale 1 Posts

CROYDON

LONDON BOROUGH OF
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR7 7EL
Tel: 01-653 6801/3
Tenable: 19 April 1982
Temporary Teacher of Portuguese for the Summer Term, the school has well equipped language Craft room. Ability with other Craft subjects and/or games would be useful.
Application forms and further details from the Education Department, Telephone 01-689 4433, Ext. 2674.
SALARY Burnham Scale 3 with London Area Allowances.
Please send S A E for application form from and to be returned to the Headteacher as soon as possible. (45850) 131220

ESSEX

CAMBRIDGE SCHOOL
Fyfield, Nr. Ongar
Tel: 0277 899 (Stan) (Tel) 8207
ART/CRAFT TEACHER Scale 1
Required September to this Rapidly Expanding School for 35% normal roll. Limited mixed accommodation, three bedroomed house and low rent, London allowance £1104 per annum. Removal and travelling expenses. Excellent prospects.
Application forms and further details available from Mr. C. R. T. Cryer, Headmaster, to whom completed forms should be returned within 14 days of this advertisement. 131220

ST. HELENS

EDUCATION COMMITTEE
RAINHILL HIGH SCHOOL
Portico Lane, Prescot, Merseyside
(11 - 18 years mixed Comprehensive. 1240 on roll. 115 in sixth form)
Required for September 1982, a teacher of Art (Scale 1) at this 11 - 18 rural Comprehensive school offering courses to C.S.E., 'O' level and 'A' level. The successful candidate will be expected to teach 50% of their Design and Pottery in the Lower School and to 'O' level in the first instance.
Further details and application form available from the Headmaster (S.A.E. please). (45274) 132222

**ECONOMICS (SCAL

SECONDARY HISTORY
continued

Scale 1 Posts

WILTSHIRE
ST. LAURENCE SCHOOL
Bradford on Avon
Wilts SN15 1QU
Comprehensive 1100 Sixth Form
HISTORY - SCALE 1
Required for September teacher of History throughout the school to 'A' level. Candidates able to offer either French or Physical Education/Games, particularly rugby, as subsidiary subject especially welcome. Likewise candidates able to develop courses in Social Studies for the less able Fourth and Fifth year pupils.
Application form and further details available from the Headmaster, St. Laurence School, Bradford on Avon, on receipt of a stamped addressed envelope. Application form to be returned by the 23rd April (45043) 133892

Home Economics

Heads of Department

ESSEX
GREAT BADDOW SCHOOL
Sandon Park, Galleywood Lane, Chelmsford
Tel: Chelmsford 65821
(Roll 1550)
HEAD OF HOME ECONOMICS DEPARTMENT
Scale 3
Well-qualified, enthusiastic teacher to direct all courses offered by department.
Curriculum vitae and names of referees to Headteacher (e.s.e. please) (45787) 133516

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BISCUP SCHOOL FOR GIRLS
Hurst Road, Bidsup, Kent. DA14 4BS
Tel: 01-300 1200
Required for September 1982 an experienced teacher to take charge of Home Economics Department, Scale 2 post, and share in the teaching of Cookery throughout the 11-18 ability range. Courses lead to C.S.E. and 'O' level examinations. This post is a temporary one in the first instance, but is expected to become permanent. L.A.A.A. 2498.
Further particulars from School Telephone enquiries welcome. (42787) 133030

STAFFORDSHIRE
EDUCATION COMMITTEE
EDGELEY COMPREHENSIVE SCHOOL
Bayville Road, Edgeley, Stoke-on-Trent, Staffordshire ST4 4PX
Tel: 0782 45341
Required for September 1982 a HEAD OF MATHEMATICS and NEEDLEWORK required as soon as possible to be sought in the 8-13 age range in this 11-18 mixed rural comprehensive school, which has a 3-form entry.
Apply by letter to the Headmaster at the school giving full curriculum vitae and names and addresses of two referees.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (45348) 133039

WARWICKSHIRE
STRATFORD-UPON-AVON GRAMMAR SCHOOL FOR GIRLS
Shottery, Stratford-upon-Avon
(2 f.e. subject to civic grammar, SBU opt out)

Required September 1982, a teacher (Scale 3 for appointment) to take charge of Home Economics, to be taught to G.C.E. 'O' level and beyond. Teacher will be part of the curriculum in the Junior School in the previous applicants will still be considered.
Apply by letter to the Head at the school, together with curriculum vitae and the names of two referees (e.s.e. please). Closing date 23rd April, 1982. (42551) 133020

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
KESWICK HIGH SCHOOL
Keswick, Cumbria
Tel: Keswick (059 68) 72351
Required September 1982 as Assistant Teacher of Home Economics (Scale 1). Candidates should be able to offer both Comprehensive and Needlework.
The school offers courses to 'O' level and beyond. The area is situated on the southern fringe of the Lake District National Park.
Terms of service from the Head (e.s.e. please) to whom completed application forms should be returned within 14 days of this advertisement. (47478) 133048

CUMBRIA
COUNTY COUNCIL
COLTON HILL SCHOOL
Aspatria, Carlisle
(Mixed comprehensive 11 - 18 years, 580 on roll)
Required for September 1982 as Assistant Teacher of Home Economics (Scale 1). Candidates should be able to offer both Needlework and Housecraft.
The school offers courses to 'O' level and beyond. The area is situated on the southern fringe of the Lake District National Park.
Terms of service from the Head (e.s.e. please) to whom completed application forms should be returned within 14 days of this advertisement. (47478) 133048

STAFFORDSHIRE
EDUCATION COMMITTEE
EDGELEY COMPREHENSIVE SCHOOL
Bayville Road, Edgeley, Stoke-on-Trent, Staffordshire ST4 4PX
Tel: 0782 45341
Required for September 1982 a HEAD OF MATHEMATICS and NEEDLEWORK required as soon as possible to be sought in the 8-13 age range in this 11-18 mixed rural comprehensive school, which has a 3-form entry.
Apply by letter to the Headmaster at the school giving full curriculum vitae and names and addresses of two referees.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (45348) 133039

Humanities

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 3JB
Required for September 1982, at this mixed 11 - 18 comprehensive school, a teacher of PHYSICAL EDUCATION (scale 1). Excellent facilities include sports hall and indoor heated swimming pool.
Application forms obtainable from and returnable to the Headteacher (e.s.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (45343) 134222

Scale 2 Posts and above

AVON
COUNTY OF AVON
THE GRANGE SCHOOL
Tower Road North, Warmley, Bristol BS15 2XZ.
(1350 Comprehensive)
Required from 1st September 1982 a Second in Mathematics Assistant (Scale 3).
In addition to deputising for the Head of Department as necessary, the successful candidate will be expected to play a major role in the following aspects of Mathematics Studies: Statistics, examinations, use of computer facilities, selection of students for courses, etc.
(b) to be responsible for Statistics in the sixth school curriculum.
(c) to integrate computer use in the Mathematics curriculum, liaising with the remainder of staff responsible for Computer Studies.
Applications by letter (no forms) including full curriculum vitae and the names of two referees should be submitted to the Headmistress (Miss Jean Allen) as soon as possible. (45810) 133480

ESSEX
BELFAIRS COUNTY HIGH SCHOOL FOR GIRLS
(Roll 960)
Highlands Boulevard, Leigh-on-Sea, SS9 3TG
Tel: Southend 74496
MATHEMATICS TEACHER Scale 3
Required September, experienced teacher to take charge of department. Applicants should be able to offer both 'O' level and CSE courses.
Comprehensive letters of application to the Head within 14 days of this advertisement. (47478) 133048

KENT
COUNTY COUNCIL
Education Department
ROBERT SAPIER SCHOOL
Robert Sapier Road, Cheltenham, Kent, GL52 6QD
Tel: Cheltenham (0242) 510681
Applications are invited from suitably qualified teachers for the post of Assistant Teacher of Mathematics (Scale 2) with special responsibility for Computer Studies.
Further particulars and application forms may be obtained from the Head, Robert Sapier School, Cheltenham, Gloucestershire GL52 6QD (please).

SURREY
ST. PETER'S & MERROW GRAMMAR SCHOOL
Horsepiece Lane, Guildford
Tel: 0483 62474
No. on roll 800 (13 - 18)
Department: 12 full-time Mathematics teachers
Required September 1982 Graduate Mathematician (Scale 2) An interest in computing would be an advantage. Ability to offer Mathematics/Physics (Scale 3) also desirable. Applicants may apply for a Scale 3 post if sufficiently experienced.
Application forms from the Headmaster, to be returned by 23rd April, 1982.

Scale 1 Posts

BERKSHIRE
THE WILLINK SCHOOL
School Lane, Burghfield Common, Reading, RG7 3XJ.
N.O.R. 640
Required for September 1982 MATHEMATICS TEACHER (Scale 1), to share in the teaching of Mathematics throughout the school to 'A' level. Candidates able to offer Physics to 'O' level and beyond.
Apply by letter giving names of two referees and stating the number of 'O' level and 'A' level passes obtained. Years - 5 are taught in sets. Please state second subject. Mixed Comprehensive with the Range 11 - 18.
Please apply to Headteacher with sae. Closing date 26th April 1982. Berkshire is an equal opportunity employer (42794) 133432

BEXLEY
LONDON BOROUGH
BEXLEY-ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, Kent, DA5 1NE
Tel: Crayford 56538
Wanted for September 1982:
A graduate teacher of Mathematics, Scale 1, to join a successful and expanding department.
This 4 form entry, 11 - 18 year Selective High School has a strong tradition in Mathematics, Physical Science and Engineering. The Mathematics course to 'O' level are SMP Mathematics and Additional Mathematics and to 'A' level Mathematics and Further Mathematics. The teacher who is appointed will be required to share the teaching at all levels. The Mathematics Department has started the expanding work in Computing and an interest in this facet of the work would be an advantage.
Application forms should be made by letter to the Headmaster, giving a full account of qualifications and experience and stating the names of two referees.
(e.s.e. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
(45859) 133449

BEXLEY
LONDON BOROUGH
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent, DA6 7QJ
Tel: Crayford 56333.
Roll: 710 - 6th Form 100
Mathematics teacher required for September 1982 for this 11 - 18 4-form entry mixed 11 - 18 comprehensive school. Possibility of 'A' level work.
(e.s.e. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing foolscap s.a.e.) with curriculum vitae, name and addresses of 2 referees should be sent to the Headmistress (Sr. Paul Dominic, M.A.) as soon as possible. (49896) 133482

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY GIRLS' GRAMMAR SCHOOL
Walton Road, Aylesbury
Head Teacher: A. H. Smith, M.A. (Cantab)
Roll: 1200 (460 in Sixth Form)
Required September, graduate teacher to join small Mathematics Department and assist in Careers and Work Experience. Responsibility level. Must have taken Additional Mathematics in the Fifth Form and there are opportunities with Sixth Form Mathematics groups.
Application with removal expenses given in approved cases.
Apply to Headmaster giving names of two referees (45353) 133432

CUMBRIA
COUNTY COUNCIL
ULVERSTON COMMUNITY HIGH SCHOOL
Ulverston, Cumbria LA12 9HH
Tel: 0229 52691
(Mixed comprehensive 11 - 16 years, 600 on roll)
Required for September 1982 a full-time teacher of Mathematics, Scale 1. S.P.A. Allowance payable.
Application forms and further details from the Head (enclosing foolscap s.a.e.). Completed forms should be returned within 14 days of this advertisement. (3743) 133422

ESSEX
CHELMER VALLEY HIGH SCHOOL
Court Road, Broomfield, Chelmsford, CM1 5ER
Tel: 0245 440232
(Roll 1250, incl. 112 in Sixth Form)
TEACHER OF MATHEMATICS Scale 1.
Required September, to take subject to 'A' level. Scale 2 possibility for someone with knowledge of and interest in computer education.
Application forms obtainable from and returned to the Headmaster as soon as possible. (Applicants may be phoned). (42789) 133422

GWENT
FAIRWATER
COMPREHENSIVE SCHOOL
Trevethin, Pontypool
Required for the 1st September 1982. Applications are invited from qualified teachers of MATHEMATICS with a vacancy in Mathematics to become second in Department. Scale 2 for suitable candidate.
Requests for application forms obtainable from the Director of Education, County Hall, Cwmbran, Gwent. NP44 2XO. Completed application forms should be returned to the Headmistress by the 23rd April, 1982. (42525) 133422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton, TF9 1HA
Required for September, a permanent MATHS TEACHER (Scale 1). Ability to teach Computer Studies to 'O' level an advantage.
Application forms and further details are available from the Head at the school on receipt of s.a.e. (42484) 133422

KENT
CRANBROOK SCHOOL
Required for September, ASSISTANT MATHEMATICS TEACHER in this Voluntary Aided, co-educational, grammar school of 1,000 pupils, including 300 boarders and with 6th Form. Scope for teacher to develop and take full share of 'O' and 'A' level teaching and opportunity for extra curricular work. Extra duties interest in games. Salary Burnham scale. Burnham according to qualifications and experience. Accommodation available for single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, Kent. TN17 3JD, with curriculum vitae and names of two referees. (45863) 133422

KENT
COUNTY COUNCIL
Education Department
Gillingham Division
ROBERT NAPIER SCHOOL
Roll 780 - co-ed. secondary
Applications are invited for the post of Scale 2 Mathematics Teacher for September 1982 to join a team of 5 Mathematics teachers in this 11 - 18 mixed comprehensive school. Applicants should be able to offer Mathematics to 'A' level and Further Mathematics to 'O' level. The successful candidate will be required to share the teaching at all levels. The Mathematics Department has started the expanding work in Computing and an interest in this facet of the work would be an advantage.
Application forms should be made by letter to the Headmaster, giving a full account of qualifications and experience and stating the names of two referees.
(e.s.e. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
(45859) 133449

LIVERPOOL
BELLERIVE CONVENT GRAMMAR SCHOOL
Mossley Hill Drive, Princes Park, Liverpool L8 3SE
REQUIRED FOR SEPTEMBER 1982 - Graduate to assist in the teaching of Mathematics and Computer Studies to 'O' and 'A' levels. Salary will be available for additional qualified and experienced candidate.
Apply in writing to the Headmistress giving current term time and the names of two referees.
This is a Girls' Grant Maintained School which is reorganised as a Voluntary Aided Comprehensive School in September, 1983.
Closing date for applications: 23rd April, 1982. (37682) 133422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton, TF9 1HA
(1200 11 - 18)
Required for September, a permanent MATHS TEACHER (Scale 1). Ability to teach Computer Studies to 'O' level an advantage.
Application forms and further details are available from the Head at the school on receipt of s.a.e. (42484) 133422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton, TF9 1HA
(1200 11 - 18)
Required for September, ASSISTANT MATHEMATICS TEACHER in this Voluntary Aided, co-educational, grammar school of 1,000 pupils, including 300 boarders and with 6th Form. Scope for teacher to develop and take full share of 'O' and 'A' level teaching and opportunity for extra curricular work. Extra duties interest in games. Salary Burnham scale. Burnham according to qualifications and experience. Accommodation available for single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, Kent. TN17 3JD, with curriculum vitae and names of two referees. (45863) 133422

ST HELENS
EDUCATION COMMITTEE
RAINHILL HIGH SCHOOL
Portico Lane, Prescot, Merseyside

(11 - 18 years mixed Comprehensive 1,125 on roll, 115 in sixth form)

MATHS (SCALE 1)

Required for September 1982, a Scale 1 teacher, preferably with 'A' level teaching experience, suitably qualified candidate.

Application forms are available from the Head Teacher to whom they should be returned immediately. (45319) 133418

Modern Languages

Heads of Department

BEXLEY
LONDON BOROUGH
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent, DA6 7QJ
Tel: Crayford 56333
Roll: 710 - 6th Form 100
HEAD OF MODERN LANGUAGES Scale 3 or 4 required for September 1982 for this 11 - 18 4-form entry mixed comprehensive school. Ability to develop comprehensive courses to 'A' level. Graduate with good teaching experience including A level. Ability to offer German an advantage.
(e.s.e. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Request for application forms (enclosing foolscap s.a.e.) with curriculum vitae, name and addresses of 2 referees should be sent to the Headmistress (Sr. Paul Dominic, M.A.) as soon as possible. (49896) 133482

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton, TF9 1HA
(1200 11 - 18)
Required for September, a permanent MODERN LANGUAGES TEACHER (Scale 1). Ability to teach German and some French to 'O' level and beyond. Ability to offer Games an advantage.
Application forms and further details are available from the Head at the school on receipt of s.a.e. (42484) 133422

ST HELENS
EDUCATION COMMITTEE
RAINHILL HIGH SCHOOL
Portico Lane, Prescot, Merseyside

(11 - 18 years mixed Comprehensive 1,125 on roll, 115 in sixth form)

MATHS (SCALE 1)

Required for September 1982, a Scale 1 teacher, preferably with 'A' level teaching experience, suitably qualified candidate.

Application forms are available from the Head Teacher to whom they should be returned immediately. (45319) 133418

CYNGOR SIR
DYFED
COUNTY COUNCIL

AWDURDOD ADDYSG EDUCATION AUTHORITY

Yn ddilyn erthyn lal Medi, 1982

1. YSGOL GYFUN BRO MYRDDIN, CAERFYRDDIN

a) Penneath yr Adran Hanes – Graddfa 3
Athrofaithrawes gyda gradd mewn Hanes a'r profiad i fedru treiriu a datblygu cyrsiau Hanes dwyr'r yegol. Dyagir Hanes drwy gyfrwng y Gymraeg.

b) Athrofaithrawes gyda gradd mewn Seisneg i gynorthwyo gyda holl weithgareddau yr adran. Bwydd Gradda 1.
Gradd Gradda 1.

c) Athrofaithrawes gyda gradd mewn Seisneg i gynorthwyo gyda holl weithgareddau yr adran. Seisneg. Posibilrwydd o weithio Vwd Ddisgwrh i gyfrannol i ddatblygiadau lau. Bwydd'r gadd i ddysgu Biology/Gwyddor Gwlad i Ddisgwrhdaeth lau yegol yn tantalelol. Dyagir y Gwyddorau drwy gyfrwng Saesneg. Bwydd Gradda 1.

d) Athrofaithrawes gyda gradd mewn Gwyddoniaeth i ddysgu Gwyddoniaeth yn gyntaf i ddisgyblion hyd at 16 oed. Yn ychwanegol at bynnag arbenigedd yn y pwnc gofynnir i'r ymgeisydd fod yn barod i ymgymryd a dysgu Mathemateg hyd at lefel 'O' a gwaith cyffredinol arall yn yr ysgol

SECONDARY EDUCATION
continued

Science

Heads of Department

LONDON

INNER LONDON EDUCATION AUTHORITY
HACKNEY DOWNS 13-19
Downs Park Road, E5 8NP
Telephone 985 8866
Scale 4(b)
Head, J. Kemp M.A.

Required September 1982
Head of Chemistry, Scale 3.
Chemistry is a popular option and is taught up to and including A level.
Applicants will share in planning and teaching the integrated science work in the lower school.
Details and forms from the school. (45282) 134818

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London, E.6.
Scale 4
Head Teacher: A. Gabert
Nursery Nurse
Head of Lower School Science
Scale 3
Required: SEPTEMBER 1982:
Head of Lower School Science (Scale 3) to lead a team of 6 staff working in well equipped laboratories with technician support. To establish integrated Science in a well established department.
LONDON ALLOWANCE.
£759.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 30th April 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway Stratford, London E15 4BG.

STAFFORDSHIRE

EDUCATION COMMITTEE
BROWNHILLS HIGH SCHOOL
Brownhills Road, Tunstall, Stoke on Trent ST6 4LD
Required September 1982.
HEAD OF CHEMISTRY (Scale 3)
Application forms obtainable from and returnable to the Headteacher (s.a.e.)
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134818

BERKSHIRE

DOWNE HOUSE SCHOOL
Newbury, Berks.
Experienced graduate Biologist required for September 1983 to head Department at Downe House, Cold Ash, Newbury. The present Head of Department is taking temporary leave of absence. This post would suit a teacher looking for short-term worthwhile employment.
Further details and forms from the Headmistress to whom applications should be returned by the closing date and addresses of two referees. (3865) 134818

Royal National Institute for the Blind

Worcester College for the Blind

Whittington Road, Worcester, WR5 2JU

Required for September 1982 qualified and experienced Hons. graduate teacher of **Science and/or Mathematics as resident Sixth Form Tutor** of an independent Boarding House for pupils aged 17+ at this residential grammar school for 80 blind boys of 11 to 19 years.

The person appointed will be responsible for pastoral oversight and guidance with higher education choice of this group of senior boys.

This is a Burnham scale 2(e) post. Accommodation will be in large ground floor flat suitable for married person with family.

Applications to the Headmaster enclosing Curriculum Vitae, and names of referees.

Royal National Institute for the Blind

Chorleywood College for Girls

Chorleywood, Herts WD3 5ER

Botany

Required in September 1982 experienced graduate teacher in full charge of Science preparing girls for GCE O Level Biology and A Level Botany at this residential grammar school for 80 blind girls aged 11-19, situated in large grounds with easy access (Metropolitan Line). Modern laboratory; good tradition for field work; mini bus. Previous experience of teaching the blind is not essential. Vacancy due to promotion.

Scale 2(e) available for suitable qualified applicant, plus London outer Fringe allowance and allowance for extraneous duties (currently £1,764 for 15 hours per week – most teachers average 3 hours). Non-resident (Metropolitan Line). Modern laboratory; good tradition for field work; mini bus. Previous experience of teaching the blind is not essential. Vacancy due to promotion.

Scale 2(e) available for suitable qualified applicant, plus London outer Fringe allowance and allowance for extraneous duties (currently £1,764 for 15 hours per week – most teachers average 3 hours). Non-resident, but some arrangement for accommodation could be made if necessary.

Apply to Headmistress at above address, with curriculum vitae and two references.

Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE
REANOR GATE SCHOOL
Smalley Lane, Ilkeston, Derbyshire, DE7 1RA
Reanor (Ilkeston) 324850

Required for September, teacher of PHYSICS Scale 3. Further particulars and application form can be obtained from the Headmaster. Applications should be returned as soon as possible.
Derbyshire County Council is an equal opportunity employer. (4346B) 134850

STAFFORDSHIRE

EDUCATION COMMITTEE
EDUCATIVE
COMPREHENSIVE SCHOOL
Enville Road, Kinver, Nr. Stourbridge, West Midlands.
DVH Head of Science
Required as soon as possible (Ref. No. 2/82) Scale 4(b) to be in charge of Chemistry, to co-ordinate and teach 'O' and 'A' level. There is a strong tradition of large numbers opting for this subject in the rural mixed comprehensive school, which has very fine science facilities.
Apply by letter to the Headmaster at the school giving full curriculum vitae and names and addresses of two referees.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4353B) 134822

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
SCIENCE Scale 3
Required September Senior Teacher of PHYSICS in this newly established 11-18 comprehensive school.
Nuffield courses are taught throughout. Up to 'A' level physics candidates; and teaching across the whole age and ability range in this Open School.
Salary in accordance with Burnham Scales.
Scholarship.
Form and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (4600B) 134820

Scale 1 Posts

MIDDLESEX

HAMPTON SCHOOL
Hanworth Road, TW12 3HD
Boys - 240 in Sixth Form
Required September 1982: graduate to teach Physics and Chemistry, and some Mathematics. Salary Burnham Scale plus Outer London and Hampton allowances. Further information available.
Applications with full curriculum vitae and names of two referees to the Headmaster, Mr. Hampton School, Hanworth Road, Hampton, Middx., TW12 3HD. (4532B) 134822

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
SCIENCE Scale 3
Required September Senior Teacher of PHYSICS in this newly established 11-18 comprehensive school.
Nuffield courses are taught throughout. Up to 'A' level physics candidates; and teaching across the whole age and ability range in this Open School.
Scholarship.
Form and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (4600B) 134820

Scale 1 Posts

MIDDLESEX

HAMPTON SCHOOL
Hanworth Road, TW12 3HD
Boys - 240 in Sixth Form
Required September 1982: graduate to teach Physics and Mathematics. Salary Burnham Scale plus Outer London and Hampton allowances. Further information available.
Applications with full curriculum vitae and names of two referees to the Headmaster, Mr. Hampton School, Hanworth Road, Hampton, Middx., TW12 3HD. (4532B) 134822

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield.
(Girls' Independent Boarding School)
Headmistress: Mrs. A.M.B Butler, M.A
Required for September 1982. Physicist to teach to Ordinary Level standard, and to some Advanced Level work for a qualified candidate. Some Science required in the Lower School. Qualified or newly qualified teacher. Salary according to experience and London Fringe Allowances. Queenswood is an independent Boarding School for 360 girls, 15 miles from Central London. Excellent facilities and teaching to Oxbridge standards.
Letters of application giving full curriculum vitae and naming two referees, should be sent to the Headmistress by Friday, April 23rd, 1982. (4351B) 134822

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS. DIVISION
WARE FREEMAN SCHOOL
Huntingford
Group 9 Inner London
Entrance September
numbers - 600, 100 in Sixth Form
Required for September to head well-established 14-18 all-ability school, well qualified teacher of Physics experience, Scale 1, interested in teaching elements of ability from the low ability to Oxbridge level and possessing a keen interest in academic excellence and a caring pastoral system. Purpose-built facilities, computer terminal linked to ICL, plus for extra-curricular activities, etc.
Apply to the Headmaster in writing, stating qualifications, dates of teaching practice in school (if relevant) and names of two referees.
Wolverhampton is an equal opportunity employer and welcomes applications from both sexes, all races and registered disabled people. (4352B) 134824

Speech and Drama

Scale 1 Posts

SHROPSHIRE

EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton TF9 1EP
(1500 11 - 18)
Required for September a DRAMA SPECIALIST to start in Year 7 and 8 and also to teach English.
Application forms and further details from the Head at the school on receipt of a s.a.e. (4248Z)

SHROPSHIRE

EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, TF7 5BZ
7 form entry mixed 11 - 18 comprehensive
Required for September 1982 a teacher of CREATIVE TEACHER TO TEACH CREATIVE AND INTEGRATED SCIENCE
Required for September. The person appointed should be prepared to work within a team committed to the development of experiential or making science accessible to students of mixed ability learning situation.
Further details and application form from the Headmaster at the school (s.a.e.). (4348D) 134824

STAFFORDSHIRE

EDUCATION COMMITTEE
OUNDLE HIGH SCHOOL
Dunstalls Rd, Wilnecote, Nr. Wolverhampton, WV8 5BJ
Required for September 1982 suitably experienced teacher of PHYSICS (Scale 1) to share in all physics teaching duties in this well established science faculty.
Situated in an attractive rural/residential area close to Wolverhampton, Birmingham and Midland conurbation.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

STAFFORDSHIRE

EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Hanfield Grove, Ashington, Hanworth Estate, Walsall
Required September 1982 a teacher of PHYSICS (Scale 1) at this mixed 11-18 comprehensive school. Applicants should be prepared to teach a wide range of subjects in addition to Physics, especially mathematics. Ability to offer some extra-curricular activities also an advantage.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

KENT

CRANBROOK SCHOOL
Required for September, Assistant PHYSICS TEACHER in this Voluntary Aided, co-educational Upper School (11-18) 1,700 pupils, include 300 boarders and 300 in the Sixth form. Scope for well qualified graduate to take full share in 'O' and 'A' level and university entry work. Extra-curricular activities welcomed. Salary Scale (Burnham) according to qualifications and experience. Accommodation available for single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, TN17 3JD, with curriculum vitae and names of two referees. (5732A) 134822

SHROPSHIRE

EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, TF7 5BZ
7 form entry mixed 11 - 18 comprehensive
Required for September 1982 a teacher of CREATIVE TEACHER TO TEACH CREATIVE AND INTEGRATED SCIENCE
Required for September. The person appointed should be prepared to work within a team committed to the development of experiential or making science accessible to students of mixed ability learning situation.
Further details and application form from the Headmaster at the school (s.a.e.). (4348D) 134824

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent, DA12 4LP
Headteacher: M. Bowers, B.A. (Group 10)
Required for September 1982, a temporary teacher of Science to cover one year (present holder seconded from September 1982). The teacher would join a committed and successful Science Department offering GCE 'O' and CSE courses in Physics, Chemistry, Biology, Human Biology, Integrated Science and Electronics. The successful applicant would be able to teach Integrated Science throughout the school and the ability to teach CSE Physics would be desirable.
Thamesview School opened in September 1968 in new purpose built accommodation and serves a large private housing estate in pleasant area on the east of Gravesend. Mixed 11-18 with 1,100 pupils including the Thamesside system of secondary education. There is a small Sixth Year.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TAVERSHAM GIRLS' GRAMMAR SCHOOL
Lower Road, Faversham, Kent ME13 8XE
Required September 1982, experienced Teacher to introduce Craft, Design and Technology for this new school. Gillingwater Road, Sittingbourne and Sheppey.
Eventual size 1650 plus Sixth Form.
Application forms and further details available from the Headteacher (s.a.e. please). (4375B) 134818

Scale 1 Posts

AVON

COUNTY OF AVON
PATCHWAY SECONDARY SCHOOL
Rodford Avenue, Bristol BS7 9XT
Required for SEPTEMBER 1982 at this mixed comprehensive 11-18 school (1,200) situated on the Northern outskirts of Bristol, a teacher to teach Engineering but also to offer another subject.
Scale 1 (plus TPA) according to qualifications and experience and the post is tenable from September 1982.
Apply by letter to the Headmaster giving particulars of qualifications and experience and the names and addresses of two referees. (4361B) 134828

NEWHAM

LONDON BOROUGH OF NEWHAM
SUNNY GARDENS SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Nursery Unit and 11-16 Comprehensive
Required for September 1982 a TEACHER OF CHEMISTRY to teach Chemistry throughout the School. There is a strong tradition of scientific work and a good laboratory technician.
Further particulars can be obtained from the Headmaster at the school (s.a.e.) to whom application should be addressed, giving the names and addresses of two referees by 23rd April 1982.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4353B) 134822

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TEACHER OF PHYSICS - Scale 1
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Park Hall Road, Castle Bromwich, Birmingham B36 9JF
11 - 18 mixed comprehensive, 1600 on roll including 300 in Sixth Form.
Required for September, Teacher of PHYSICS to teach DRAWING (Scale 1) to work within a Technical Faculty Department of six specialists able to teach the subject across the age and ability range and also Science and other design subjects would be useful.
Apply by letter to the Headmaster, giving curriculum vitae and names of two referees. (4354A)

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF TECHNICAL DRAWING (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details from the Headmaster at the School (s.a.e. please). Completed forms should be returned by two weeks from the appearance of this advertisement. 134822

KENT

CRANBROOK SCHOOL
Required for September, Assistant PHYSICS TEACHER in this Voluntary Aided, co-educational Upper School (11-18) 1,700 pupils include 300 boarders and 300 in the Sixth form. Scope for well qualified graduate to take full share in 'O' and 'A' level and university entry work. Extra-curricular activities welcomed. Salary Scale (Burnham) according to qualifications and experience. Accommodation available for single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, TN17 3JD, with curriculum vitae and names of two referees. (5732A) 134822

SHROPSHIRE

EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, TF7 5BZ
7 form entry mixed 11 - 18 comprehensive
Required for September 1982 a teacher of CREATIVE TEACHER TO TEACH CREATIVE AND INTEGRATED SCIENCE
Required for September. The person appointed should be prepared to work within a team committed to the development of experiential or making science accessible to students of mixed ability learning situation.
Further details and application form from the Headmaster at the school (s.a.e.). (4348D) 134824

STAFFORDSHIRE

EDUCATION COMMITTEE
OUNDLE HIGH SCHOOL
Dunstalls Rd, Wilnecote, Nr. Wolverhampton, WV8 5BJ
Required for September 1982 suitably experienced teacher of PHYSICS (Scale 1) to share in all physics teaching duties in this well established science faculty.
Situated in an attractive rural/residential area close to Wolverhampton, Birmingham and Midland conurbation.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

STAFFORDSHIRE

EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Hanfield Grove, Ashington, Hanworth Estate, Walsall
Required September 1982 a teacher of PHYSICS (Scale 1) at this mixed 11-18 comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable. Ability to offer some extra-curricular activities also an advantage.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent, DA12 4LP
Headteacher: M. Bowers, B.A. (Group 10)
Required for September 1982, a temporary teacher of Science to cover one year (present holder seconded from September 1982). The teacher would join a committed and successful Science Department offering GCE 'O' and CSE courses in Physics, Chemistry, Biology, Human Biology, Integrated Science and Electronics. The successful applicant would be able to teach Integrated Science throughout the school and the ability to teach CSE Physics would be desirable.
Thamesview School opened in September 1968 in new purpose built accommodation and serves a large private housing estate in pleasant area on the east of Gravesend. Mixed 11-18 with 1,100 pupils including the Thamesside system of secondary education. There is a small Sixth Year.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF TECHNICAL DRAWING (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

NEWHAM

LONDON BOROUGH OF NEWHAM
SUNNY GARDENS SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TECHNICAL DRAWING - Scale 1
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TECHNICAL DRAWING - Scale 1
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Park Hall Road, Castle Bromwich, Birmingham B36 9JF
11 - 18 mixed comprehensive, 1600 on roll including 300 in Sixth Form.
Required for September, Teacher of TECHNICAL DRAWING (Scale 1) to work within a Technical Faculty Department of six specialists able to teach the subject across the age and ability range and also Science and other design subjects would be useful.
Apply by letter to the Headmaster, giving curriculum vitae and names of two referees. (4354A)

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF TECHNICAL DRAWING (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

Technical Studies

Heads of Department

DERBYSHIRE

EDUCATION COMMITTEE
THE HYNDLE MERIDOR
Coronation Street,
Newbold, Chesterfield, Derbyshire S41 7AA
(11 - 18 Comprehensive 1,180 pupils)
Required as soon as possible HEAD OF TECHNICAL STUDIES DEPARTMENT - Scale 3.
The school has expanded, modern facilities with four craft work shops.
Application form and further details available from the Headmaster (s.a.e. please). (4497G)

ESSEX

SOUTH WOODHAM FERRERS COMMUNITY SCHOOL
c/o Collingwood School, Collingwood Road, South Woodham Ferrers, Nr. Chelmsford CM3 5QE
(Roll 150)
HEAD OF CRAFT, DESIGN AND TECHNOLOGY
Scale 3
Required September 1982, experienced Teacher to introduce Craft, Design and Technology for this new school. Gillingwater Road, Sittingbourne and Sheppey.
Eventual size 1650 plus Sixth Form.
Application forms and further details available from the Headteacher (s.a.e. please). (4375B) 134818

Scale 1 Posts

AVON

COUNTY OF AVON
PATCHWAY SECONDARY SCHOOL
Rodford Avenue, Bristol BS7 9XT
Required for SEPTEMBER 1982 at this mixed comprehensive 11-18 school (1,200) situated on the Northern outskirts of Bristol, a teacher to teach Engineering but also to offer another subject.
Scale 1 (plus TPA) according to qualifications and experience and the post is tenable from September 1982.
Apply by letter to the Headmaster giving particulars of qualifications and experience and the names and addresses of two referees. (4361B) 134828

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TECHNICAL DRAWING - Scale 1
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Park Hall Road, Castle Bromwich, Birmingham B36 9JF
11 - 18 mixed comprehensive, 1600 on roll including 300 in Sixth Form.
Required for September, Teacher of TECHNICAL DRAWING (Scale 1) to work within a Technical Faculty Department of six specialists able to teach the subject across the age and ability range and also Science and other design subjects would be useful.
Apply by letter to the Headmaster, giving curriculum vitae and names of two referees. (4354A)

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF TECHNICAL DRAWING (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

Cheshire

Application forms (send sae), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA
Director of Education

HEADS OF DEPARTMENT

HEAD OF COMPUTER EDUCATION: SCALE 3/4
Knutsford County High
Boston Road, Knutsford. Tel: Knutsford 2277
Required for September 1982 to be in charge of Computer Studies with a Mathematics Faculty. To take responsibility for initiating CSE 'O' and 'A' level courses and to develop Computer Education in other areas of curriculum. An advanced Scale 3 post for a well qualified graduate capable of developing computer application in administration of the school.
Closing date 23rd April, 1982.

SCALE 2 POSTS

MODERN LANGUAGES
Great Sankey County High
Barrow Hall Lane, Great Sankey, Warrington, WA5 3AA
Required for September, able to offer French 'O' level and to share teaching of German to 'A' level. A well qualified and experienced teacher will be considered for a Scale 2 post. French is the main foreign language with 70% of the year group following C.S.E. or 'O' level. European studies (C.S.E.) and German ('O' level) courses are also developed. The post calls for a person with excellent spoken German and enthusiasm to teach modern languages using the audio visual methods.

SCALE 1 POSTS

MATHEMATICS
Lejtwich High.
Granville Road, Lejtwich, Northwich.
11-16 Mixed Comprehensive.
Required for September 1982, an enthusiastic Teacher to join a 5-strong Mathematics department. An ability to teach Computer Studies to C.S.E. & 'O' level pupils be an advantage. Closing date 23rd April, 1982.

MATHEMATICS
Great Sankey County High
For school details see under Scale 2 posts and above.
Required for September 1982, a well qualified teacher to join an enjoyable department of eight. Success in C.S.E. (Mode 1), 'O' and 'A' level. Junior and special mathematics also taught. Initially, requirement to teach up to 'O' and C.S.E. higher level work could be extended to a suitably qualified candidate. The school has a newly built mathematics suite with extensive computer facilities.

MODERN LANGUAGES
Westlands High.
Holmes Chapel Road, Congleton. Tel: Congleton 3604
Honours graduate required for September 1982 to join modern languages department to teach French and German to 'O' and 'A' level G.C.E. Closing date 26th April, 1982.

GERMAN
Lymm County High
Grammar School Road, Lymm WA13 0BH. Tel: Lymm 2370
Required for September 1982, a graduate to teach German to 'A', 'O' and CSE standard in a lively Modern Languages Department.
Apply immediately by letter to the Headmaster, giving the names of two referees.

1. FRENCH 2. GERMAN
3. COMPUTER STUDIES/MATHEMATICS
Knutsford County High
For school details see under Heads of Department.
1. To teach full age range within the school 'O' and 'A' level work.
2. Substantial amount of 'O' and 'A' level work.
3. Well qualified teacher able to contribute to both subjects shared. Newly built departments have well developed 'A', 'O' and CSE level courses.
Closing date for all posts 23rd April, 1982.

Other than by Subject Classification

Scale 1 Posts

BERKSHIRE

THE WILLINK SCHOOL
School Lane, Burchfield Common, Reading, RG7 3XG
N.G.R. 648 707
Required for September 1982 TEACHER FOR NURSERY NURSERY NURSE. Applicants, especially those with Humanities, Religious Education or Drama, will be given an advantage. Mixed Comprehensive. Age range 3 - 19.
Please apply in writing to Ronald Bellamy, Headteacher, stating date of availability.
Closing date 16th April 1982. Berkshire is an equal opportunity employer. (4358A) 135000

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC SECONDARY SCHOOL
CANTERBURY
Required for September, 1982. Qualified Assistant Teachers for Mathematics, Drama, Home Economics, Religious Education and Physics. There are 600 pupils on roll in the 11-18 developing comprehensive school.
Further details and application forms from the Headteacher, Mr. Wilk, to whom they should be returned within 10 days of this advertisement. (s.a.e. please).

Wolverhampton is an equal opportunity employer and welcomes applications from both sexes, all races and registered disabled people. (4352B) 134824

Scale 1 Posts

SHROPSHIRE

EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton TF9 1EP
(1500 11 - 18)
Required for September a DRAMA SPECIALIST to start in Year 7 and 8 and also to teach English.
Application forms and further details from the Head at the school on receipt of a s.a.e. (4248Z)

SHROPSHIRE

EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, TF7 5BZ
7 form entry mixed 11 - 18 comprehensive
Required for September, Basic Skills (plus TPA) experienced teacher to join the expressive arts team in making drama accessible to all children in the school, role-play and enactive techniques and other activity-based curriculum and/or experience in Primary/Middle schools.
Further details and application forms from the Headmaster at the school (s.a.e.). (4346B) 134822

NEWHAM

LONDON BOROUGH OF NEWHAM
KINGSMAN SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TEACHER OF DRAMA - Scale 1
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Park Hall Road, Castle Bromwich, Birmingham B36 9JF
11 - 18 mixed comprehensive, 1600 on roll including 300 in Sixth Form.
Required for September, Teacher of DRAMA (Scale 1) to work within a Technical Faculty Department of six specialists able to teach the subject across the age and ability range and also Science and other design subjects would be useful.
Apply by letter to the Headmaster, giving curriculum vitae and names of two referees. (4354A)

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF DRAMA (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

NEWHAM

LONDON BOROUGH OF NEWHAM
KINGSMAN SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TIMETABLE TEACHER FOR TECHNICAL DRAWING - Scale 1
Required September 1982.
Temporary one year appointment to cover teaching on secondment.
Initially about 1/3 the Headmaster of the school giving a brief curriculum vitae and the names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(4347J) 135422

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PB
Head Teacher: A. Gabert
Number on roll: 1,110
TECHNICIAN - Scale 2
Required: September 1982.
Ninth area of work on Mathematics/Communication skills but must be interested in developing Science in this approach in the Department.
Applications often in the first instance giving a curriculum vitae and names of two referees by 20th April 1982.
London Allowance £759.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.
(5746G) 135422

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Park Hall Road, Castle Bromwich, Birmingham B36 9JF
11 - 18 mixed comprehensive, 1600 on roll including 300 in Sixth Form.
Required for September, Teacher of TECHNICAL DRAWING (Scale 1) to work within a Technical Faculty Department of six specialists able to teach the subject across the age and ability range and also Science and other design subjects would be useful.
Apply by letter to the Headmaster, giving curriculum vitae and names of two referees. (4354A)

STAFFORDSHIRE

EDUCATION COMMITTEE
MOORHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 4DS
Required for September 1982 a TEACHER OF TECHNICAL DRAWING (Scale 1) for this 11-16 mixed comprehensive school of 1,000 pupils. Ability to teach Mathematics also desirable.
Application forms and further details available from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134824

Sixth Form and Tertiary Colleges

Heads of Department

WEST SUSSEX

HAYWARDS HEATH SIXTH FORM COLLEGE
Oathall Road, Haywards Heath, West Sussex RH16 3EH
Required September 1982 a Head of Computer Studies to lead a team of 3 staff working in well equipped laboratories with technician support. To establish integrated Science in a well established department.
LONDON ALLOWANCE £759.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 30th April 1982.
DIRECTOR OF EDUCATION, Education Offices, Broadway Stratford, London E15 4BG. (5746G) 134818

STAFFORDSHIRE

EDUCATION COMMITTEE
BROWNHILLS HIGH SCHOOL
Brownhills Road, Tunstall, Stoke on Trent ST6 4LD
Required September 1982, HEAD OF CHEMISTRY (Scale 3)
Application forms obtainable from and returnable to the Headteacher (s.a.e.)
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (4344B) 134818

BERKSHIRE

DOWNE HOUSE SCHOOL
Newbury, Berks.
Experienced graduate Biologist required for September 1983 to head Department at Downe House, Cold Ash, Newbury. The present Head of Department is taking temporary leave of absence. This post would suit a teacher looking for short-term worthwhile employment.
Further details and forms from the Headmistress to whom applications should be returned by the closing date and addresses of two referees. (3865) 134818

Somerset

BRIDGWATER COLLEGE, BRIDGWATER

A Tertiary College maintained by Somerset County Council

HEAD OF SPECIAL NEEDS UNIT
Lecturer II

Lecturer I
SPECIAL NEEDS UNIT

Applications are invited from suitably qualified and experienced professionals for these two posts in a new Special Needs Unit for post-16 students, to be established as an integral part of the Tertiary College in Bridgwater. The Lecturer II will be responsible to the College's Head of Continuing Education for establishing the Unit and will be assisted by the Lecturer I. These posts offer a challenging opportunity to initiate significant new developments in Special Education within a system of tertiary education.

Salary Scales:
Lecturer II: £9,462–£10,431
Lecturer I: £6,034–£8,658

Application forms and further particulars (S.A.E.) from the Principal, Bridgwater College, Bath Road, Bridgwater TA6 4PZ

Scale 2 Posts and above

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
DIAGNOSTIC CLASS
CLAREMONT FIRST SCHOOL
Oldfield Lane, Greenford.
Required as soon as possible, an experienced First School teacher for a small class of 6-8 children with emotional and/or learning difficulties at the above school.
The children are referred by the Child Guidance Service and the class is aided by a Welfare Assistant.
Applicants should have suitable teaching experience or some training in helping young disturbed children.
Scale 2 salary plus £758 London Allowance.
Application forms obtainable from Chief Education Officer, Education Offices, 590 Uxbridge Road, Ealing W.3 (Ealing 01-579 2424) to be returned to the school as soon as possible. (4373A) 160020

Scale 1 Posts

INDEPENDENT SIXTH-FORM COLLEGE
IN LONDON AND BENGHAM
330 STUDENTS
Required for September: young, enthusiastic graduate teachers for 'A' and 'O' level classes in all subjects, especially Economics, Physics and Biology.
Also extra-curricular activities needed. £2,850 per annum.
Write for Box No.788 4345 The Times WC1X 8EZ. (4586B)

SHROPSHIRE

**EDUCATION COMMIT

INDEPENDENT EDUCATION
continued

DORSET

SHERBORNE SCHOOL
Dorset
Required September 1982 teacher of Geography to Universities entrance standard.
For further details apply The Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (0935) 813182. 182624

History

Other Assistants

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe.
(340 girls aged 3-18)
Required September 1982. Graduate to teach O and A Level History.
Please apply in letter to the Headmaster with C.V. and testimonials/references by 30 April. (49356) 182624

WILTSHIRE

WARMINSTER SCHOOL
Independent co-educational School, 400 pupils
Required September a graduate Historian to teach at all levels in the sixth. An ideal candidate would be able to run the Duke of Edinburgh Scheme and offer a few lessons of English, Latin.
Apply to the Master in writing with c.v. and names of two referees. (37387). 183824

Mathematics

Heads of Department

NOTTINGHAMSHIRE

BRAMCOTE SCHOOL
Bramcote, Notts. Notts
(APS)
Co-educational, boarding and day, 110 boys, 30 girls
Required Spring Term 1982 Graduate Mathematics for Head of Department. Use of Research Laboratory for C.E. Scholarship work. Salary above Burnham Scale. Single accommodation available. Opportunities for coaching one of Rugby, Soccer or girls' Hockey, singing lessons in school, helping with Orchestra.
Applications with names of 2 referees and CV to the Headmaster. (42853) 183418

Other Assistants

DEVONSHIRE

GRENVILLE COLLEGE
Bideford, Devon EX39 3JR
Woodentop boys' boarding and day school
Mainly 540 boys
Required for September 1982 Mathematics graduate particularly graduate to teach Computer Studies. Also possibility of VIth Form teaching in one of Chemistry, Physics or Biology. Ability to assist with Games/Athletics an advantage. Salary according to Burnham Scale One, with responsibility and accommodation available for single candidate at present. Path for an assistant House Master's duties.
Applications with curriculum vitae and names and addresses of telephone numbers of two referees to the Headmaster. Enquiries to the Headmaster's Secretary, write or telephone in office hours. (45047) 183484

MIDDLESEX

HEATHFIELD SCHOOL
Harrow.
Required for September 1982, a qualified part-time teacher of Mathematics for the Sixth Form to 'A' level and possibly some 'O' level work suitably experienced candidate.
Please submit applications in writing with curriculum vitae, referees, and recent testimonials to the Headmistress. (49717) 183484

NORFOLK

GRESHAM'S SCHOOL
Holt, Norfolk
Required September, Mathematics teacher to join outstanding staff. Able to teach all levels.
Apply Headmaster with curriculum vitae and names of two referees. (48056) 183484

SURREY

EWELL CASTLE SCHOOL
Ewell, Epsom, Surrey. (Independent Day School)
Required September 1982 Graduate Mathematician to teach to 'A' level. Ability to coach games a recommendation. Salary according to Burnham Scale. Lunch allowance. (Head 21).
Apply to the Headmaster with the names of two referees and copies of testimonials as soon as possible. (37586) 184484

SUSSEX

WORTH SCHOOL
Turners Hill, Crawley, Sussex. (RC) 420 Boys.
Aged 11-18.
Required in September, a graduate to share in the teaching of Mathematics to Sixth Form candidates for Oxford and Cambridge Entrance Scholarships. Suitable candidate will have a good honours degree and preferably a teaching qualification. Salary according to qualifications and experience. Single accommodation available.
Applications giving curriculum vitae and names of two referees to the Headmaster. Preparatory School (Boarding) also required. (Tel: (0342) 714116). 182624

Modern Languages

Other Assistants

HAMPSHIRE

HILLSEA COLLEGE
Required September resident Teacher of French to 'O' Level. English, Algebra and Geometry (for eleven year olds and two years after). Duties in Boys' Dormitories and interest in Boys' games. Interest in music and choir an asset.
Apply:- Headmaster, Hillsea College, Oakley Hall, Basingstoke, Hants. RG23 7LP. (41736) 183624

KENT

CRANBROOK SCHOOL
Required for September 1982 a graduate to teach Biology to young graduate to teach Biology at all levels, including O and A levels. An interest in field work would be particularly welcome. Further information available from Head of Science (Mr. Mawby).
Applications with curriculum vitae and names of two referees should be sent to The Headmaster. (41560) 184624

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
Gas under insertion under Secondary Education Physics. (42318) 184624

KENT

CRANBROOK SCHOOL
Required for September, Assistant PHYSICS TEACHER in this Voluntary Aided, co-educational, Public School (13 - 18), 700 pupils include 300 boarders and 300 in the Sixth form. Scope for well qualified graduate to take full share of 'O' and 'A' level and University entry work. Extra-curricular interests important. Salary Scale (Burnham) according to qualifications and experience, accommodation available.
Applications, single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, Kent TN17 3JD, with curriculum vitae and names of two referees. (37585) 184624

MIDDLESEX

HAMPTON SCHOOL
Day Co-ed 1 - 18 650 boys - 240 in Sixth Form
REQUIRED for September 1982, graduate to teach Physics to A-level and some Mathematics. Salary according to Burnham plus Outer London and Lunch allowances.
Further information available. Applications with full curriculum vitae and names of two referees to the Headmaster, Hampton School, Hampton, Middlesex TW12 3HD. (49355) 184624

Technical Studies

Other Assistants

SUSSEX

TEACHER required at boys boarding school on the South Coast for Technical Drawing, Graphics, Communication to C.S.E. level, and general subjects including Junior Maths. Accommodation for single person with enthusiasm to approach all aspects of school commitment. Box No. 0322 The Times Ed. Supplement, 184624. (42748). 185624

Other than by Subject Classification

Heads of Department

LONDON

KING ALFRED SCHOOL
NW 11
See Independent Schools. Deputy Headships. (49313). 185618

Other Assistants

BERKSHIRE

BRIGIDINE CONVENT
King's Road, Windsor
Independent Day School
Girls (4 - 18)
Required September 1982 Graduate Part time Teacher of Mathematics to 'O' level in Form 1.
Letter of application with curriculum vitae and the names of two referees to the Headmistress. (48529) 185624

DEVON

STOVER SCHOOL
Newton Abbot, Devon
Wanted September 1982 graduate to teach Geography to 'O' level standard. Also ability to offer Biology.
Please write to the Head Master. (49389) 185624

ESSEX

HORNBY SCHOOL
Clacton-on-Sea, Essex CO15 1PF
(600 boys 8-13 years)
Required September, a qualified resident male teacher of Science/Maths to boys of 10 and 11 years. Responsibility for Science and Mathematics throughout the school. Games and other duties. Salary according to Burnham Scale. Single accommodation available.
Applications in writing, to the Headmaster giving full details of qualifications and experience. (49355) 184624

Physical Education

Other Assistants

EALING BROADWAY

HARVINGTON SCHOOL EDUCATION TRUST
26 Castlebar Road, Ealing W5 2DS
Required September in small independent school for girls (4-16) teacher of Netball, Hockey, Gym for Rounders, Gymnastics, Swimming.
Ealing Broadway area.
Apply Headmistress. (49060) 184624

Science

Other Assistants

CHELTENHAM

CHELTENHAM COLLEGE
Required for September 1982 young graduate to teach Biology at all levels, including O and A levels. An interest in field work would be particularly welcome. Further information available from Head of Science (Mr. Mawby).
Applications with curriculum vitae and names of two referees should be sent to The Headmaster. (41560) 184624

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
Gas under insertion under Secondary Education Physics. (42318) 184624

KENT

CRANBROOK SCHOOL
Required for September, Assistant PHYSICS TEACHER in this Voluntary Aided, co-educational, Public School (13 - 18), 700 pupils include 300 boarders and 300 in the Sixth form. Scope for well qualified graduate to take full share of 'O' and 'A' level and University entry work. Extra-curricular interests important. Salary Scale (Burnham) according to qualifications and experience, accommodation available.
Applications, single teacher in exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, Kent TN17 3JD, with curriculum vitae and names of two referees. (37585) 184624

MIDDLESEX

HAMPTON SCHOOL
Day Co-ed 1 - 18 650 boys - 240 in Sixth Form
REQUIRED for September 1982, graduate to teach Physics to A-level and some Mathematics. Salary according to Burnham plus Outer London and Lunch allowances.
Further information available. Applications with full curriculum vitae and names of two referees to the Headmaster, Hampton School, Hampton, Middlesex TW12 3HD. (49355) 184624

Technical Studies

Other Assistants

SUSSEX

TEACHER required at boys boarding school on the South Coast for Technical Drawing, Graphics, Communication to C.S.E. level, and general subjects including Junior Maths. Accommodation for single person with enthusiasm to approach all aspects of school commitment. Box No. 0322 The Times Ed. Supplement, 184624. (42748). 185624

Other than by Subject Classification

Heads of Department

LONDON

KING ALFRED SCHOOL
NW 11
See Independent Schools. Deputy Headships. (49313). 185618

Other Assistants

BERKSHIRE

BRIGIDINE CONVENT
King's Road, Windsor
Independent Day School
Girls (4 - 18)
Required September 1982 Graduate Part time Teacher of Mathematics to 'O' level in Form 1.
Letter of application with curriculum vitae and the names of two referees to the Headmistress. (48529) 185624

DEVON

STOVER SCHOOL
Newton Abbot, Devon
Wanted September 1982 graduate to teach Geography to 'O' level standard. Also ability to offer Biology.
Please write to the Head Master. (49389) 185624

ESSEX

HORNBY SCHOOL
Clacton-on-Sea, Essex CO15 1PF
(600 boys 8-13 years)
Required September, a qualified resident male teacher of Science/Maths to boys of 10 and 11 years. Responsibility for Science and Mathematics throughout the school. Games and other duties. Salary according to Burnham Scale. Single accommodation available.
Applications in writing, to the Headmaster giving full details of qualifications and experience. (49355) 184624

HAMPSHIRE

HILLSEA COLLEGE
Required September Resident Teacher for Scripture to 'O' Level. English, Algebra and Geometry (for eleven year olds and two years after). Duties in Boys' Dormitories and interest in Boys' games. Interest in music and choir an asset.
Apply:- Headmaster, Hillsea College, Oakley Hall, Basingstoke, Hants. RG23 7LP. (41736) 183624

KENT

FARRINGTONS SCHOOL
Chislehurst Kent.
(Methodist Colleges and Schools - 420 Girls 5 - 18 years Boarding and Day Girls)
Required for September 1982 a teacher to take charge of Farringtons Junior School upon the retirement of Miss Ruth Fagg. The Teacher will work under the general direction of the Headmistress but will be responsible for all the organisation of the Junior Department. Graduates only will be suitably qualified and experienced candidate.
Apply giving full details and addresses of two referees. (42743) 185624

LONDON

Required April. Chemistry and Geography teacher to involve part-time.
Apply before 9th April and after 26th. 01-86 3738. (48314) 185624

OXFORDSHIRE

INDEPENDENT SCHOOL
Required September 1982, Resident House Mistress, qualified, for boys Common Entrance Boarding School (10 - 13 boys) to teach English and French/Latin. Should be experienced accommodation available. Apply Headmaster, Farnborough House, Milton, Abingdon OX14 4SE, or Telegraph, Abingdon (0235) 831357. (44876) 185624

SURREY

SURBITON HIGH SCHOOL
(Church Schools Company Ltd.)
Kingston upon Thames
Required in September 1982 JUNIOR FORM MISTRESS for IV year General Subjects. Ability to teach music would be an advantage. Salary according to Burnham Scale Government superannuation.
Apply to Headmistress enclosing curriculum vitae and names of two referees. (48311) 185624

WARWICKSHIRE

ST. JOSEPH'S CONVENT SCHOOL
Kenilworth, Warwickshire.
Independent Day School full-time - to teach Maths up to and including 'A' level.
2) Physical Education teacher - full-time.
3) Home Economics teacher part-time.
European Scale salary, with Government Superannuation.
Applications in writing, with two references, to the Headmistress. (44871) 185624

WEST SUSSEX. Masters/Mistresses/Matrons required by Independent Schools shortly with g.c.e. and/or C.S.E. Pool facilities, Martingdean Road, Billingshurst, W. Sussex (56021) 185624

Preparatory Schools

By Subject Classification

Classics

Other Assistants

HAMPSHIRE

Qualified Classics teacher required Sept. in boys' R.C. Prep. School. Resident or daily. R.C. preferred. Applicants with games very welcome.
Apply Headmaster, Parkgate House, Parkgate Road, Basingstoke, Hants RG22 4UT. (0256 816 440). (44876) 201684

NORTHANTS

Brackley, Northants NN13
SENIOR CLASSICS TEACHER to teach to Public School Scholarship level required in September 1982. Resident or non-resident post in Boys Preparatory School with scope towards direction of 'A' and-a-half. It is hoped that candidate will be willing to become fully involved in the life of the School. Burnham Scale. Apply: Headmaster, Bruern Abbey School, Chesterton, Oxfordshire. (0869) 241 (44876) 201684

SURREY

ABERCORN SCHOOL
Sarum Heath, Nr. Tadworth, Surrey.
(A.P.S.) Day/Boarding 280 Boys/Girls 3 - 13 years
Required September a qualified and experienced teacher to be responsible for the teaching of Latin and French to the Common Entrance and C.E. level. Classic play a leading part in the school curriculum. Help with games an essential. Salary according to Burnham Scale (Group IV) plus F.S.S. Pension Scheme. Assistance with removal expenses available. Single accommodation available. Apply with full details of qualifications and experience and the names and addresses of two referees to the Headmaster. (44876) 201684

Geography

Heads of Department

FOLKESTONE

DOVER COLLEGE JUNIOR SCHOOL
Co-educational
Head of Geography required September 1982. Ability to help with an outdoor activity or Scouting as well.
Apply to The Headmaster, Dover College Junior School, Effingham Crescent, Dover, Kent CT16 1RH. 203618

Mathematics

Other Assistants

OXFORDSHIRE

MATHS TEACHER
required, with experience of 'O' level teaching, to organise the Maths department in this Girls' Boarding and Day School. Single accommodation available. Salary according to qualifications and experience. Apply in writing, giving full details of age, experience, qualifications, etc., and telephone number if possible, to the Bursar, Bursar, Headington School, Oxford OX3 7TD. 203424

SURREY

CATERHAM SCHOOL
Queen Elizabeth's Walk, Caterham, Surrey. CR3 5YD
Girls' Public School
Required September 1982 Graduate to teach Mathematics to 'O' level and 'A' level. Ability to coach games and to take a keen interest in the life of the School. Salary according to Burnham Scale. Single accommodation available.
Applications with curriculum vitae and names of two referees should be sent to The Headmistress. (41560) 184624

SUFFOLK

ORWELL PARK
Nacton, Nr. Ipswich. (IAPS) 180 Boys, mainly Boarders
Qualified and highly committed Graduate required in September 1982 to teach in Senior School (11 - 13) and successful Department. Ability to coach games and C.E.E.B. level. Very keen interest in year group(s) required a dedicated teacher who would also be able to help individual pupils who have specific learning problems.
Ability to help with Squash and/or top Cricket an advantage.
Sense of humour essential; French facilities and excellent opportunities. Full participation in extra-curricular activities. Single and married accommodation available. Burnham Scale 1 + Governors' Remuneration for benefits.
Written application with C.V. + two referees to the Headmaster. (42743) 202424

Music

Other Assistants

SHREWSBURY

PACKWOOD HAUGH
Packwood Haugh
Shrewsbury SY4 1HX
Required in September. Opportunity for enthusiastic teacher able to progress Sound Musical, who would also like to teach French and/or Latin. Rugger. Salary Burnham Scale.
Apply to The Headmaster with full details of qualifications. (45263) 203824

Physical Education

Other Assistants

WORCESTERSHIRE

HAWFORD LODGE
Worcester WR3 7SE
Lively I.A.P.S. day preparatory school for boys. Needs September young teacher to take games, including rugger and P.E., together with some form teaching, Scripture and other general subjects.
Burnham Scale. T.E.S. superannuation.
Apply with C.V. and names and telephone number of two referees to the Headmaster. (37369) 204824

Science

Other Assistants

DEVONSHIRE

BRAMDEAN SCHOOL
Exeter
(Founded 1907)
Traditional Independent Day and Weekly Boarding Preparatory & Senior School for Boys
September 1982 - Enthusiastic teacher of Chemistry to G.C.E. 'O' level. Able to assist in other subjects, especially Cricket. Excellent laboratory facilities. Small classes. Non-resident post. Up to 30 boarders, 80 day boys. Candidates may be offered a post in the Preparatory/Public School or Senior School according to qualifications and experience and qualifications.
Please apply in the first instance to The Headmaster, Bramdean School, Homerlegh Road, Heavitree, Exeter EX1 2RN. (42813) 204824

SURREY

HAREWOOD
HARROWDEN SCHOOL
Hill Road, Oxtedmoor, Surrey.
(A.P.S. 240 day boys.
Required September, 1982 young qualified teacher of general subjects, Junior Form (7 - 8 years). Ability to coach games, drive school mini-bus and help with out-of-school activities will be considered an advantage.
Burnham Scale. Government Superannuation.
Application with curriculum vitae and names of two referees to Headmaster. (48417) 203824

SUSSEX

CORYDENE SCHOOL
Oak Hill, Woodingdean, Brighton BN2 6QL
Day Co-ed 3 - 13 yrs
Required by the teacher to CE/P-Level. Ability to coach games required. Willing to take full share in the life of the school. Single or married accommodation available.
Send C.V. and 2 referees to Mrs. Corydene, Woodingdean Lane, Woodingdean, Brighton, Sussex BN2 6QL. 203424

SURREY

CATERHAM SCHOOL
Queen Elizabeth's Walk, Caterham, Surrey. CR3 5YD
Girls' Public School
Required September 1982 Graduate to teach Mathematics to 'O' level and 'A' level. Ability to coach games and to take a keen interest in the life of the School. Salary according to Burnham Scale. Single accommodation available.
Applications with curriculum vitae and names of two referees should be sent to The Headmistress. (41560) 184624

Other than by Subject Classification

Other Assistants

BERKSHIRE

HEAD OF FRENCH
Required for September onwards to run the Modern Language Department in boys' boarding, preparatory school to prepare boys for PSS and Common Entrance levels. Excellent teaching facilities, own Language room. Accommodation offered. Salary Burnham plus. Will be required to do school duties and take games.
Please apply to: The Headmaster, Ludgrove, Wokingham, Berks. 203618

Other Assistants

LONDON E17 3PY

FOREST SCHOOL
(Independent: HMC/IAPS 800 boys
(with Girls School also on campus)
Required in September, a graduate to teach FRENCH in the Junior School (boys and girls) teaching and/or Junior Day House duties possible for suitably qualified person. Ability to assist with games and coaching a recognised athletics activity an advantage. Salary London Allowance. Scale plus additional remuneration for extra responsibility. Subsidised accommodation likely to be available. Children selected at one third fees. Epping 3 miles.
Apply to the Headmaster for further details and application forms. (42643) 203424

Music

Other Assistants

SHREWSBURY

PACKWOOD HAUGH
Packwood Haugh
Shrewsbury SY4 1HX
Required in September. Opportunity for enthusiastic teacher able to progress Sound Musical, who would also like to teach French and/or Latin. Rugger. Salary Burnham Scale.
Apply to The Headmaster with full details of qualifications. (45263) 203824

Physical Education

Other Assistants

WORCESTERSHIRE

HAWFORD LODGE
Worcester WR3 7SE
Lively I.A.P.S. day preparatory school for boys. Needs September young teacher to take games, including rugger and P.E., together with some form teaching, Scripture and other general subjects.
Burnham Scale. T.E.S. superannuation.
Apply with C.V. and names and telephone number of two referees to the Headmaster. (37369) 204824

Science

Other Assistants

DEVONSHIRE

BRAMDEAN SCHOOL
Exeter
(Founded 1907)
Traditional Independent Day and Weekly Boarding Preparatory & Senior School for Boys
September 1982 - Enthusiastic teacher of Chemistry to G.C.E. 'O' level. Able to assist in other subjects, especially Cricket. Excellent laboratory facilities. Small classes. Non-resident post. Up to 30 boarders, 80 day boys. Candidates may be offered a post in the Preparatory/Public School or Senior School according to qualifications and experience and qualifications.
Please apply in the first instance to The Headmaster, Bramdean School, Homerlegh Road, Heavitree, Exeter EX1 2RN. (42813) 204824

SURREY

HAREWOOD
HARROWDEN SCHOOL
Hill Road, Oxtedmoor, Surrey.
(A.P.S. 240 day boys.
Required September, 1982 young qualified teacher of general subjects, Junior Form (7 - 8 years). Ability to coach games, drive school mini-bus and help with out-of-school activities will be considered an advantage.
Burnham Scale. Government Superannuation.
Application with curriculum vitae and names of two referees to Headmaster. (48417) 203824

Other than by Subject Classification

Other Assistants

BERKSHIRE

HOLME GRANGE SCHOOL
Easthampstead Rd,
Wokingham
I.A.P.S. Co-educational Day and Boarding
Age 4½ - 13 ½
180 pupils
Required for September - a qualified Class Teacher of General Subjects for a group of 8 - 9 year olds - ability to take Girls' Games/Needlework. Junior/Middle School training and experience essential. Burnham Scale 1. D.E.S. Superannuation.
Applications, in writing please, to the Headmaster, with full C.V. and telephone numbers of two referees. Interviews will be held in May. (45321) 205524

HERTFORDSHIRE

HEATH MOUNT SCHOOL
Woodhall Park, Hertford SG14 3NG
Required for September 1982 to the IAPS Senior Young Person teacher for 7 - 9 years old to teach several subjects and to take a keen interest in small children. Games and P.E. The post could be resident or non-resident.
Apply with C.V. and the names of two referees to the Headmaster. (44975) 205624

ISLE OF WIGHT

RYDE SCHOOL
THE HIGHLANDS SCHOOL
POSS ISE
I.A.P.S. 125 Boys
Required in September 1982 a young form teacher to take responsibility for a class aged 9 - 10 and the teaching of French in the upper forms. A resident House Tutorship may be offered with this post. Salary Burnham Scale.
Applicants should write to the Headmaster, Ryde School, Queen's Road, Ryde, names of two referees. (37571). 205624

KENT

BASTON SCHOOL
Hayes, Bromley, Kent
Qualified teacher required September for class of 7 year olds. Please state main and subsidiary subjects.
Apply: Headmistress. Baston School, Hayes, Bromley, Kent with curriculum vitae and the names of two referees. (42837) 205624

SOMERSET

WELLS CATHEDRAL JUNIOR SCHOOL

100 Boys and 60 Girls
Aged 7 - 11 years

Co-educational Day and Boarding
I.A.P.S.

Required for September, 1982, a qualified teacher, preferably a graduate with some experience, to teach general subjects to a class of 8 - 9 year olds. Music not essential, but an enthusiast for rugby, cricket, soccer and/or P.E. would have a distinct advantage.

Applications from recently qualified teachers welcome. Salary Burnham Scale 1 plus Government Superannuation. Single accommodation available.

Apply (no formal) giving curriculum vitae and names of two referees to the Headmaster of the Junior School, The Vicarage, Wells, Somerset. BA5 2RE. (43281) 205624

SURREY

HAREWOOD
HARROWDEN SCHOOL
Hill Road, Oxtedmoor, Surrey.
(A.P.S. 240 day boys.
Required September, 1982 young qualified teacher of general subjects, Junior Form (7 - 8 years). Ability to coach games, drive school mini-bus and help with out-of-school activities will be considered an advantage.
Burnham Scale. Government Superannuation.
Application with curriculum vitae and names of two referees to Headmaster. (48417) 205624

Colleges of Further Education

Other Appointments

AVON

COUNTY OF AVON
NORTON RADSTOCK COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II in CIVIL ENGINEERING TECHNICAL WORK
required for 1st September 1982.
Further details and application forms (to be returned by 5th May 1982) available from:-
The Principal, Norton Radstock College, South Hill Park, Radstock, Bath, BA3 3RW. (0761) 33161/32502. 205624

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND ADULT STUDIES
2 Victoria Avenue, Harrogate HG1 1EL
Tel: Harrogate 68446
ASSISTANT LECTURER GRADE II
(SCIENCE)
Applications are invited for the above post in the Department of Art and Design to service the successful applicant will be qualified to degree level in the wide range of work associated with the Art and Design course and will be qualified to undertake studio practice. The person appointed will be required to undertake life drawing and the running of the photographic studio facilities assistant attending the art courses.
Application forms and further details from the Principal at the above address. Closing date for receipt of applications 23rd April, 1982. (45284) 205624

SOMERSET

WELLS CATHEDRAL JUNIOR SCHOOL

100 Boys and 60 Girls
Aged 7 - 11 years

Co-educational, Day and Boarding
I.A.P.S.

Required for September, 1982, a qualified teacher, preferably a graduate with some experience, to teach general subjects to a class of 8 - 9 year olds. Music not essential, but an enthusiast for rugby, cricket, soccer and/or P.E. would have a distinct advantage.

Applications from recently qualified teachers welcome. Salary Burnham Scale 1 plus Government Superannuation. Single accommodation available.

Apply (no formal) giving curriculum vitae and names of two referees to the Headmaster of the Junior School, The Vicarage, Wells, Somerset. BA5 2RE. (43281) 205624

SURREY

HAREWOOD
HARROWDEN SCHOOL
Hill Road, Oxtedmoor, Surrey.
(A.P.S. 240 day boys.
Required September, 1982 young qualified teacher of general subjects, Junior Form (7 - 8 years). Ability to coach games, drive school mini-bus and help with out-of-school activities will be considered an advantage.
Burnham Scale. Government Superannuation.
Application with curriculum vitae and names of two referees to Headmaster. (48417) 205624

Colleges of Further Education

Other Appointments

AVON

COUNTY OF AVON
NORTON RADSTOCK COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II in CIVIL ENGINEERING TECHNICAL WORK
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The Principal, Norton Radstock College, South Hill Park, Radstock, Bath, BA3 3RW. (0761) 33161/32502. 205624

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND ADULT STUDIES
2 Victoria Avenue, Harrogate HG1 1EL
Tel: Harrogate 68446
ASSISTANT LECTURER GRADE II (SCIENCE)
Applications are invited for the above post in the Department of Art and Design Courses. The successful applicant will be qualified to degree level in the wide range of work associated with the Art and Design course and will be qualified to undertake studio practice. The person appointed will be required to undertake life drawing and the running of the photographic studio facilities assistant attending the art courses.
Application forms and further details from the Principal at the above address. Closing date for receipt of applications 23rd April, 1982. (45284) 205624

CORNWALL

EDUCATION COMMITTEE
REDRUTH SCHOOL OF MINING AND TECHNOLOGY
COLLEGE OF FURTHER EDUCATION
Pelice Road, St. Agnes
Acting Principal: T. H. Birkby, C. Eng., F.I. Mech. E.
Applications are invited from suitably qualified persons for the following posts, which will become vacant on 1st September, 1982:- Lecturer I in Office Skills (2 posts) to teach Typewriting, including Audio and Word Processors; Shorthand and Office Practice.
Lecturer I in Home Economics, to teach G.C.E. 'O' and 'A' level standard in Home Economics and related subjects to degree or other qualification in Home Economics is essential and a teaching qualification is desirable).
Application forms and further details from the Principal at the above address. Salary £6,034 - £8,655 (under review).
£8,655 (under review).
Further particulars and application forms may be obtained from the Acting Principal to whom completed forms should be returned within two weeks of the appearance of this advertisement. S.A.E. please. (43876) 205056

LONDON

INNER LONDON EDUCATION AUTHORITY
CENTRAL COLLEGE OF BUILDING & FURTHER TECHNOLOGY
Belmore Street, Wandsworth High Road, London SW8 2JY
Tel No: 882 4813
DEPARTMENT OF BUSINESS EDUCATION
A Senior Lecturer required to teach Accountancy and Bookkeeping and Numeracy on SEC and ACE courses from 1st September 1982. Candidates should be suitably qualified and preferably trained teachers. Commercial experience and the ability to offer related subjects would be an advantage.
Salary Scale (Burnham) £9034 - £8655 plus £739 Inner London Allowance. Salary point depending on qualifications, training and experience, salary scale subject to formal approval.
Application forms and further details may be obtained from the Senior Administrative Officer at the College (Ref: BOT/Lec).
Completed application forms must be returned to the College not later than 23rd April 1982. (45278) 205056

NEWHAM

LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W.E. Williams, M.Sc., Ph.D., F.I.C., A.R.C.S., D.I.C., D.Sc., Eng.
SCHOOL OF BUSINESS STUDIES
DEPARTMENT OF ENGLISH
COURSE II 1
ENGLISH AND COMMUNICATIONS
To be responsible for O.C.E. English. Salary: £6462 to £10431 plus London Allowance (£213 p.a.).
LECTURER I ENGLISH & COMMUNICATIONS.
To teach O.C.E., B.E.C., T.E.C., Craft and other courses. Salary: £5034 to £8688 plus London Allowance.
For further particulars and application forms please write, enclosing s.a.e. to the Principal, West Ham College of Technology, Romford Road, London E15 4LZ. Tel: 01-555 1428. (45726) 205056

NORTH YORKSHIRE

COUNTY COUNCIL
YORK COLLEGE OF ARTS & HIGHER EDUCATION
DEPARTMENT OF SCIENCE
LECTURER GRADE I in PHYSICS
Required for 1 September 1982 to teach physics and electronics on TEC Diploma and 'A' level courses.
Candidates should preferably be graduates with industrial experience and industrial qualifications and interests. Salary scale: £8655 - £9648 (initial placement according to qualifications and experience).
Application forms and further particulars may be obtained, upon receipt of a s.a.e. with quoted reference from the Principal, York College of Arts & Higher Education, Dringhouses, York. Applications should be returned within two weeks of the appearance of this advertisement. (43214) 205056

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND ADULT STUDIES
2 Victoria Avenue, Harrogate HG1 1EL
Tel: Harrogate 68446
SENIOR LECTURER IN THE DEPARTMENT OF ART AND DESIGN
The Senior Lecturer will have day to day responsibility for one of the College Centres and will have special responsibility for the co-ordination and development of DAVEC courses. Applicants should be well qualified and have wide experience in the field of Graphic Design or related disciplines and must be able to organise and administer educational courses.
Salary scale (Lecturer II (£6462 - £8655 p.a.) Senior Lecturer (£9,834 - £10,414 p.a.).
Further details and application forms are available from the Principal, The Senior Administrative Officer, Harrogate College of Arts & Higher Education, Hornbeam Park, Harrogate HG2 8QT. Tel: Harrogate 62446. Closing date for receipt of applications 23rd April, 1982. (45284) 205056

BUCKINGHAMSHIRE
COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION
Stanley Hill, Amersham
DEPARTMENT OF TECHNICAL & SCIENTIFIC STUDIES
Lecturer II in Computing required September 1982, to teach mainly full time students on A-level and HNC/D courses. Experience in Data Processing an advantage.
Salary scale £7,407 - £10,413 p.a. Inner London Allowance (£213 p.a.)
Application forms and further details available, on receipt of s.a.e. from Head of Department, Amersham College of Further Education Art & Design Centre, Hill Avenue, Amersham, Bucks. HP6 5BN. (24 hour answering service). Closing date for receipt of applications 23rd April, 1982.

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND ADULT STUDIES
2 Victoria Avenue, Harrogate HG1 1EL
Tel: Harrogate 68446
ASSISTANT LECTURER GRADE II (SCIENCE)
Applications are invited for the above post in the Department of Art and Design Courses. The successful applicant will be qualified to degree level in the wide range of work associated with the Art and Design course and will be qualified to undertake studio practice. The person appointed will be required to undertake life drawing and the running of the photographic studio facilities assistant attending the art courses.
Application forms and further details from the Principal at the above address. Closing date for receipt of applications 23rd April, 1982. (45284) 205056

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND ADULT STUDIES
2 Victoria Avenue, Harrogate HG1 1EL
Tel: Harrogate 68446
ASSISTANT LECTURER GRADE II (SCIENCE)
Applications are invited for the above post in the Department of Art and Design Courses. The successful applicant will be qualified to degree level in the wide range of work associated with the Art and Design course and will be qualified to undertake studio practice. The person appointed will be required to undertake life drawing and the running of the photographic studio facilities assistant attending the art courses.
Application forms and further details from the Principal at the above address. Closing date for receipt of applications 23rd April, 1982. (45284) 205056

NOTTINGHAMSHIRE
COUNTY COUNCIL

LECTURING OPPORTUNITY

EATON HALL INTERNATIONAL RETFORD, NOTTS
Retford, Notts
Tel: Retford (0777) 706433

MOTOR VEHICLE ENGINEERING

Required in the Division of Technical Studies. The successful candidate (male or female) must have previous industrial experience and be qualified to lecture to 'O' level in Motor Vehicle and Hydraulic Servicing Equipment.

Relocation expenses will be granted in appropriate cases.

For further details write to the Senior Administrative Officer at the College. Please quote ref. 748. (44751) 206056

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SOUTHPORT TECHNICAL COLLEGE
DEPARTMENT OF ART AND DESIGN
LECTURER 2
TEXTILE PRINTING AND INSTITUTIONAL
Required to teach up to T.E.C. Diploma level. Subjects to include Printing, Dyeing, Control Systems, Personal Administration). Appropriate trade experience and B.N.D./H.N.C. qualifications desirable; previous teaching or training experience also desirable.
LECTURER 1
FOOD SERVICE AND ACCOMMODATION
DEPARTMENT OF CATERING
CG11 706 T.E.C. Diploma and related courses. Good industrial experience essential.
Application forms and further details: Principal, Southport College, Mornington Road, Southport. Merseyside PR9 0TZ. (A.E. please). Closing date for receipt of completed forms:- 4 weeks from appearance of advertisement. (45748) 206056

EXETER

UNIVERSITY OF EXETER
SCHOOL OF EDUCATION
SSRC LINKED STUDENTSHIPS

Applications are invited for a S.S.R.C. linked studentship for two years from October, 1982. The studentship will be attached to the Personal, Social and Moral Education Centre, Director Professor Richard Pring and Dr. David Bridges.

Particular interests of the Centre include the personal, social and moral education of young school pupils, secondary school skills, the curriculum and the use of drama in education.

The successful applicant will read for the degree of Ph.D., teaching experience is desirable though not essential.

Further details and application forms are available from Professor R. C. Wragg, Director of Education, Exeter University, Exeter. EX1 5LU. (45284) 206056

Colleges of Higher Education

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

KELSTERTON COLLEGE, CONNAH'S QUAY
DEESIDE, CLWYD

SCHOOL OF MATHEMATICS STATISTICS AND COMPUTING

TEMPORARY LECTURER
GRADE II

SENIOR LECTURER

In Commercial and Business Microcomputer Systems. The salary at appointment will depend on the successful candidate's qualifications and experience in programming and systems analysis.

Further details and application form available from the Institute Registrar, The North E Wales Institute of Higher Education, Kelsterton College, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817631, Ext. 271. Closing date for receipt of applications 23rd April, 1982.

APPOINTMENTS IN SCOTLAND

GEORGE HERIOT'S SCHOOL EDINBURGH

HEADTEACHER

Due to the retirement in April 1983 of Mr A. S. McDonald, M.A., Dip. Ed., applications are invited for this post in George Heriot's School (H.M.C., G.B.A.), traditionally a boys school but now in its third year of co-education with over 1,300 boys and girls of ages from 5–18 years. The school is grant-aided and participates in the assisted places scheme.

Candidates should be university graduates with teaching experience in schools providing courses to university entrance standards and must have administrative experience.

The successful applicant will be required to pass a medical examination before taking up duties. Salary and responsibility payment will be in accordance with the Scottish Teachers' Salaries Memorandum 1980 as amended

Colleges of Higher Education

Other Appointments

CHESHIRE

NORTH CHESHIRE COLLEGE

LECTURER II/SENIOR LECTURER IN BIOMEDICAL COMPUTING

for BA., B.Ed. PGCE and In-Service courses. The College is a recognised centre under the DES Microelectronics in Education Programme (MEP).

Further details and forms of application from Principal Administrative Officer, North Cheshire College, Padgate Campus, Padgate, Warrington WA1 3DD.

Closing date 24th April, 1982. (4345G) 340026

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

The college offers BA, BEd and BSc degrees, PGCE, advanced Diplomas and higher degrees in Education.

LECTURERS IN EDUCATION

Applications are invited for vacancies from the beginning of the new academic year in Education and Professional Studies. Candidates must have good academic qualifications, together with teaching experience in primary or secondary schools. Candidates will be required to contribute to primary curriculum courses and/or courses in the area of the fields of disciplines of Education.

TEACHER/ADVISER AND LECTURER IN LANGUAGE STUDIES (Readvertisement).

The college, in association with the Kent Education Committee, is establishing a joint post in language development which, whilst based in the college, will be concerned both with the provision of advisory service and other forms of support to primary teaching and with the teaching of professional courses already offered by the college to initial and in-service students. Candidates must be graduates with recent experience in primary courses.

Salaries: Lecturer II/Senior Lecturer £6,462 - £12,141 p.a.

For further details please write to Mrs. Jean Long, College Secretary, enclosing a stamped addressed envelope, to whom applications should be sent as soon as possible and not later than 26th April. (3767G) 340026

Adult Education

LONDON

DIOCESE OF WESTMINSTER

EDUCATION COMMISSION

The Adult Education Committee requires a DEVELOPMENT WORKER Salary £7725 plus £585 L.W.

To join the full-time diocesan team for adult religious education. The Commission is looking for an enthusiastic and energetic Catholic, with practical experience in adult education, to help develop, organise and evaluate adult education opportunities throughout the diocese. This new appointment is for 1 September 1982 or sooner if possible.

Details and application form from: The Secretary, Westminster Adult Religious Education Centre (WAREC), 23 Kensington Centre, Ken. High St., London W8 5NP. Tel: 01-937 9210.

Closing date 23 April 1982. (4556G) 380000

Youth and Community Service

NORTHAMPSHIRE

DAVENTRY AND DISTRICT BOYS' CLUB YOUTH AND SPORTS CLUB

APPOINTMENT OF YOUTH LEADER/MANAGER

Applications are invited from Qualified Youth and Community Workers or Teachers with youth and community work experience for the above post.

The Daventry and District Mixed Youth Sports Club has modern purpose built premises which include 2 large sports hall complex.

It is hoped to make an appointment as soon as possible.

Salary payable is in accordance with the Joint Negotiating Committee for Youth Workers and Community Centre Wardens Range 3 points 2 - 8 (£7,565 - £8,971).

In certain circumstances it may be possible to assist with housing.

Application forms and further particulars may be obtained from Mr. Robin Leslie, 'Troon', High Street, Revesthorpe, Northants.

Applications should be returned within 14 days of the appearance of this advertisement. (3747G) 440000

CLWYD COUNTY COUNCIL

EDUCATION DEPARTMENT

FULL-TIME YOUTH LEADER RHYL YOUTH CENTRE

This is a new appointment. Salary J.C. for Youth Leaders, Scale 2 £9,448 - £6,945 p.a., according to qualifications and experience.

Application forms obtainable from the Director of Education, Shire Hall, Mold, Clwyd. Tel. Mold 2121, Ext. 2341 to be returned by 23rd April.

J. A. Davies, County Personnel & Management Services Officer. (4335G) 440000

Overseas Appointments

NETHERLANDS

THE BRITISH SCHOOL IN THE NETHERLANDS (TINC, Independent) Junior School, 600 pupils, mixed, age range 3-11 years.

Applications are invited from well qualified, experienced and committed teachers, prepared to participate in the extra-curricular activities of the school for the following vacancies for September 1982.

TOP JUNIOR class teachers specialised in Junior Maths, Science or Music.

Applications by letter, enclosing a curriculum vitae including full details of qualifications and experience, a recent photograph and names and telephone numbers of two referees to be submitted by 30th April to the Headmistress, Junior School, Tenniweg 999, 2597 KH The Hague-Holland.

Details of the school will be sent to short listed candidates, interviews will be held in London at the beginning of May and appointments will be made as soon as possible thereafter. (4530S) 460000

BAHAMAS

ST AUGUSTINE'S COLLEGE Nassau

Required for September 1982, a Graduate Mathematics Teacher for AMP to 'O' level. Minimum two years' teaching experience.

Further details: Phone 01-337-9162, after 6.30 pm or weekends. (4526S) 460000

MADRID

KENSINGTON SCHOOL, Madrid required for September 1982 Graduate Teacher with a degree that combines History/English.

Applicants to send full C.V. plus photograph to: Headmistress, Kensington School Area de Halcones 49 Poligono de Alarcon Madrid 237 Spain. (4458S) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and Asia. Challenging work with Christian Witness. Volunteer Missionary Movement, 156 Stanger Lane, London Colney, Herts. (01-727 1AH. (1638S)

PRIMARY TEACHERS
ASCENSION ISLAND

Cable and Wireless, the worldwide telecommunications Group, invites applications for two posts on Ascension Island in the South Atlantic.

This pleasant island has a population of approximately 1,000 and the school provides education, to 'O' level standard, for up to 150 British and St. Helenian children and is staffed by 7 British qualified teachers.

We now require a woman for the 5/6 year old class and a man for the 10/11 year old class.

These positions will be offered on an 18 month unaccompanied status contract, renewable by mutual agreement. Tax free salaries range between £9,766 and £10,225 p.a., depending on experience. Benefits include free accommodation and free passages, with generous leave on satisfactory completion of contract.

If you possess a Certificate of Education, have at least 3 years' teaching experience, are aged 25-35 and would be available to commence on 13 July, we would like to hear from you.

Please send your C.V. or request an application form from: The Recruitment Manager, Ref: A986, Cable and Wireless PLC, Mercury House, Theobalds Road, London WC1X 8RX. Tel: 01-242 4433 Ext. 4008.

Cable and Wireless
Helps the world communicate

VIENNA INTERNATIONAL SCHOOL SECONDARY SCHOOL

(420 pupils from 70 nationalities age 11–19)

Teachers required for September 1982:

- MUSIC — Class music and choirs.
- GIRLS' PE
- BOYS' PE travelling by coach to gymnasium and playing fields.
- EDUCATION AND CAREERS GUIDANCE –primarily for universities world-wide, with some teaching, preferably in social studies area. Post of responsibility.
- FRENCH – as a second language; native speaker required.
- GERMAN – as a first language; native speaker required.

PRIMARY SCHOOL

(1600 pupils from 70 nationalities. Language of instruction is English). Full-time teacher who will also take responsibility for the curriculum and co-ordination of the infant department (ages 5–8). Considerable experience in international and English language school curriculum at the infant level essential for this senior scale post.

Experienced teacher to work throughout primary school with children with special needs. The successful applicant will be required to initiate and co-ordinate the programme at all levels. A qualification in special education essential for this post as well as experience with children with international backgrounds.

Working conditions attractive. Send curriculum vitae with names and addresses of 2 referees to Maurice Pezet, Director, Vienna International School, Peter Jordanstr. 70, 1190 Wien, Austria. Tel. 0044–222–374196. Further information from Vienna or European Council of International Schools, Petersfield (0730) 68244 (Mrs Jordan).

EDUCATION DEPARTMENT
H.M. Detention Centre
Blantyre House, Goudhurst
Cranbrook, Kent

Applications are invited from men and women with teaching qualifications and suitable experience for the following posts:

1) Deputy Education Officer
(LECTURER GRADE II – scale £8,462 to £10,431)

2) Lecturer Grade 1
(£8,034 to £8,656)

Application forms and further particulars (enclose s.a.e.) obtainable from: The County Education Officer (Ref. T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 19th April, 1982.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

H.M. PRISON, STANDFORD HILL, SHEERNESS, KENT

APPOINTMENT OF

EDUCATION OFFICER

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Education Officer. The post to be filled from 1st September, 1982. Salary Burnham Further Education Head of Department Grade I scale £9,387–£10,704.

Application form and further particulars (enclose s.a.e.) obtainable from the County Education Officer (Ref.T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 26th April, 1982.

KENT COUNTY COUNCIL

DEPUTY HEAD OF UNIT

Salary £8,733–£9,528

Due to promotion a vacancy exists within NORTHBROOK COMMUNITY HOME, to play a key role in co-ordinating the day to day functioning of the ATKINSON SECURE OBSERVATION AND ASSESSMENT UNIT including education in close collaboration with Head of Unit. Required to deputise for Head of Unit in his absence.

The primary purpose of this Secure Unit is to meet the needs of children from the South West Region who require observation and assessment or reassessment in a secure situation.

Relevant experience and qualifications in teaching with a knowledge of modern assessment procedures required. Candidates with Child Care qualification and a wide experience of educational needs would also be considered.

Informal enquiries to Mr K. Harding, The Principal, Tel. Exeter 51951 or Mr J. Grummett, Head of Unit, Tel. Exeter 51446.

Application form and further details (s.a.e. please) from Director of Social Services, County Hall, Exeter, returnable by 22nd April, 1982.

DEVON

THE TIMES EDUCATIONAL SUPPLEMENT 9.4.82 45

Education

Inspectors for a) Art and Design b) Social Education, Humanities and Related Areas (2 posts)

£13,506–£14,631 pa
Ref: A12/151

Required for the above 3 posts, available as part of an expansion of the Inspection and Advisory Service. Successful and relevant teaching experience at a senior level is necessary.

In all cases, general as well as specialist advisory work is required. The posts offer stimulating opportunities for men or women with energy imagination, initiative and a concern for high standards and the best of modern education.

The Inspector for Art and Design will co-operate closely with two existing colleagues who have a CDT specialism, and will be expected to work with all age groups, from nursery and infant children upwards.

The two other Inspectors will cover between them a range of specialisms. These may include one or more of the following: Social Education, Careers, Environmental Education, History, Geography, Health Education and Personal Development. The balance will be determined by the applications received, and candidates should be precise about their teaching experience.

Relocation expenses will be granted in appropriate cases.

Application forms and further details (SAE please) from the Director of Education at County Hall. Please state post title and reference when applying. Closing date for receipt of applications, Monday 26 April, 1982.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

OVERSEAS
continued

GREECE

TEACHERS IN GREECE
Experienced E.F.L. teachers required from July or Sept. Applicants must possess a degree in English, and/or teacher-training qualification. Posts available in Athens, mainland Greece and the islands.

For application forms please send S.A.E. quoting reference T.I.G. to Davies 15, East Road, Kingston, Surrey KT2 6EJ. (4278S) 460000

ROME

Full time RELIGIOUS EDUCATION TEACHER required for September 1982 for Grades K - 5, ages 5 - 12, boys and girls. Marymount School is an elementary day school for American and English-speaking students living in Rome. The total enrolment is 165.

Please send curriculum vitae and telephone number to the Headmistress before 23rd April: Sister Suzanne O'Shea, Marymount International School, Via di Villa Lauchli, 180 Via Cassia Antica, Rome, Italy. Telephone Rome 324 1624 or Rome 397 2811. (4536S) 460000

ROME

Full-Time PHYSICAL EDUCATION TEACHER required for September 1982 for Grades K - 5, ages 5 - 12, boys and girls. Marymount School is an elementary day school for American and English-speaking students living in Rome. The total enrolment is 165. Please send curriculum vitae and telephone number to the Headmistress before 23rd April: Sister Suzanne O'Shea, Marymount International School, Via di Villa Lauchli, 180 Via Cassia Antica, Rome, Italy. Telephone Rome 324 1624 or Rome 397 2811. (4536S) 460000

SWITZERLAND

Well known English girls' public school has vacancy for an experienced teacher of ENGLISH up to 'O' & 'A' level as well as E.F.L.

Apply with photo, full C.V. and names of 3 referees to the Principal at St. George's School, 1815 Clarens, Switzerland. (4529S) 460000

SALONIKA

EFL Teachers for Greece Alexander Institute, Salonika. 87 Salonika. (4160S) 460000

WEST AFRICA

THE GAMBIA
HEADTEACHER required. Marina International School, children aged 4 to 12. Only residents apply with curriculum vitae for details to: C. Saunders, Box 1715, Banjul The Gambia, West Africa. (3759T) 460000

Administration Local Education Authority

NORTHAMPTONSHIRE

C.V.S. NORTHAMPTON & COUNTY COMMUNITY INVOLVEMENT YOUTH ORGANISER

The Youth Scheme is a five year project which requires a mature practical person to:

1. Organise, develop and supervise community involvement programme for juvenile offenders.

2. Recruit, train and support adult volunteers to help with delinquents.

Salary range £6501 £7115.

Further details from The Project Director, Youth Support Scheme, 13 Bearwood Road, Northampton. Tel: (0604) 33482. (4581S) 480000

SOUTHER SPAIN

Well established English Language School with an Honours Degree MASTER/MISTRESS OF STUDIES & EFL TEACHERS for ALL levels, children - adults, beginners - advanced & preparation of students for official exams eg 'Cambridge Proficiency'. Min of 2 yrs. prev. EFL teaching & good knowledge of Spanish essential. Age 24 - 40 yrs. of Studies - Min 5 yrs Prime experience. Age 30+.

Salary neg. START OCT. Application letter immed. Enclosed CV, qualification, names of 2 referees to: LANGUAGE CENTRE Calle Caracuel, Jerez de la Frontera, Provincia de Cadiz. (4553S) 460000

Inspector for Mathematics

£12,753–£13,863

This vacancy has occurred as a result of the promotion of the present holder to the more senior post of General Inspector for Mathematics.

The person appointed will be responsible to the General Inspector for advising on Mathematics at all levels and to an Area Inspector as a member of an Area Team for general advisory work in a group of schools.

Applicants should have relevant and appropriate qualifications, and teaching experience, some of it in a senior post.

It is likely that the post will be based at Guildford.

Application form from County Education Officer (Ref. NTP/JF), County Hall, Kingston upon Thames, Surrey. Tel: 01-546 1050, Ext. 3169.

SURREY COUNTY COUNCIL

DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools

Home Economics

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England.

Successful candidates will have a major assignment in Home Economics, mainly in schools and teacher training, as well as broad general duties. Applicants must have appropriate specialist qualifications, substantial teaching experience, and an interest in all aspects of the subject and its contribution to the curriculum.

Starting salary, within the range £13,218–£18,781 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 30 April, 1982) and further information may be obtained from Miss J. D. Church, Room 16/17, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 extensions 2237 or 2786. Please quote reference 2/82.

Education

Specialist Careers Officer

(Ethnic Minorities)
£7,371–£7,875 pa
Ref: CCW/146

We are looking for an experienced Careers Officer who possesses the Diploma in Careers Guidance, or its equivalent for this new post which is partly funded by Urban Aid Grant. The successful candidate (male or female) will be based in the Nottingham City Careers Office and will share responsibility with an Officer already in post for work with young people from an ethnic minority background. There will be a reduced caseload of work with schools which have a high proportion of such young people and a continuing concern for them once they have left school. Particular emphasis in this post is being placed on the need to develop links with other agencies working with ethnic minorities and with ethnic minorities themselves, particularly the Asian Community. A Casual Car User Allowance is payable.

Relocation expenses will be granted in appropriate cases.

Application forms and further details are available from the Director of Education at County Hall, Tel. Nottingham (0602) 883366, Ext. 3224, Closing date 22 April, 1982.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

The FEU which was set up in 1977 by the then Secretary of State for Education and Science as an advisory, intelligence and development body for further education requires from September 1982:

2 Development Officers

to assume responsibility for significant areas of the unit's work.

Applicants must have worked in further education and/or training and must have experience of curriculum development and/or evaluation. An ability to work as a FEU team member, to work with FE/training staff at all levels in a variety of institutions and to write reports is also necessary.

Teaching experience in further education is essential.

The Development Officers will be based in London but considerable travel may be involved.

Salary range (currently under review): £12,459–£16,097 (including £1,087 p.a. London Weighting).

The appointments will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts will be acceptable.

Application forms and further information are available from: The Director, The FEU, Elizabeth House, 39 York Road, London SE1 7PH (telephone 01-928 9222, ext: 3177/2221). Closing date for receipt of completed application forms: 23 April, 1982.

Administration General

LONDON

DEVELOPMENT OFFICER

Association of Professions for the Mentally Handicapped have decided on the creation of a new development officer post supported by full-time secretary. Two year contract. Salary and hours negotiable.

Full details from APMH, 1964 Albert Embankment, London SE1 7NF. Closing date 4th May, 1982. (4274S) 500000

LONDON

GENERAL SECRETARY

Applications are invited for the post of General Secretary to the Universities Athletic Union. Applicants should have experience in sports administration over a wide field and it is expected that the successful candidate will be in the age range 25-35 years.

Salary in region of £6,000 - £6,870 p.a. Closing date for applications is 23rd April, 1982.

Further details may be obtained from The Secretary (Dept. S), Gordon Square, London WC1H 0AY. (4503S) 500000

DEVONSHIRE

COUNSELLING CENTRE Kingsbridge, S. Devon School Quinceys, Field Lessons, Sports, Pursuits, Coastal and Dartmoor, community life, 13 beginners, facilities, good food, licensed bar, 3 private weekends. Dept. TES. Tel. (0548 853197) (4585S) 650000

DEVON

SKERN LODGE OUTDOOR CENTRE
Late Booking Bargains Certain Weeks
Small centres with a tremendous range of exciting adventure activities. Your own programme planned for your specific needs. Homely atmosphere. Friendly, qualified staff.
Telephone (0297) 5982 or write to: Martin & Cherry Hobbins, Skern Lodge, Membury, Axminster, Devon. (4545T) 580000

DORSET

YOUTH AND DORSET ADVENTURE CENTRE
Inspire a group - if possible, one single permanent instructor will be responsible for working with young people or all aspects in a positive way. Activities undertaken are canoeing, rock climbing, expedition and camping. Most are over 16 years of age with a clean driving licence. Age range mostly available with full board. Salary at present £3,000.
Further details from Peter Cunningham, Director, Poole and Dorset Adventure Centre, Norpole Road, Hamworthy, Poole, Dorset. (4503A) 380000

MINERVA Outdoor Ventures, experts in outdoor education for the young, invite you to bring a school party to our farmhouse Centre in the Brecon Beacons, South Wales. We specialise in Adventure Weeks and Field Study courses, individually designed to suit your own special requirements. Canoeing, pony trekking, climbing, archery, caving and much more in small groups and absolute safety. We are very experienced and invite ourselves on your visit for consultation. Ideal for age groups 8 - 16. ILEA approved. Your first trip won't worry! We take all the problems off you. Beginners especially welcome. Write to Minerva Outdoor Ventures, Crowe House, High Street, Hampton Wood, Tel. (0482) 445483. (4575S) 580000

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TEMPORARY INSTRUCTOR REQUIRED

The London Federation of Boys' Clubs desires at Kingsdown Wren requires a Temporary Instructor as from 1st May, 1982. Applicants should be skilled and experienced in one or more of the following: Rock/Abseiling and mountaineering, canoeing, cavings and Environmental Studies.

Accommodation is available for single staff.

Further details from: J. R. Beaty, Warden, Barnard Castle Activity Centre, Windleden, Warren Street, Newbridge, Tel. Forest 2000, Sussex. Telegrams: Boys Clubs, Forest, New 2333. (4284S) 580000

YORKSHIRE

REGIONAL EXAMINATIONS BOARD

for the Certificate of Secondary Education
31 - 33 Springfield Avenue, Harrogate, North Yorkshire HG1 5RW

VACANCY

The Board invites applications from persons with at least 3 years' relevant teaching experience for the following:

Chief Examiner required in 1983 for Mode 2 Geology.

Application forms and further details (on receipt of s.a.e.) are available from the Board's Offices, to be returned by 7th May, 1982. (4504S) 600000

Outdoor Education

BUCKINGHAMSHIRE

Outdoor pursuit instructors needed from February/March on 6 month contracts at residential Centres in S. Wales and Yorkshire. Activities and working with young people preferable. Interviews January.

Apply in writing with full details to: Minerva Outdoor Ventures, Crowe House, 19 London Road, High Wycombe Bucks. (4528S) 580000

DEVONSHIRE

COUNSELLING CENTRE Kingsbridge, S. Devon School Quinceys, Field Lessons, Sports, Pursuits, Coastal and Dartmoor, community life, 13 beginners, facilities, good food, licensed bar, 3 private weekends. Dept. TES. Tel. (0548 853197) (4585S) 650000

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Further details from Peter Cunningham, Director, Poole and Dorset Adventure Centre, Norpole Road, Hamworthy, Poole, Dorset. (4503A) 380000

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Examiners

JOINT MATRICULATION BOARD

EXAMINATIONS COUNCIL

Applications for the post of Reviser (or Moderator) for the question papers in the following subjects in the GCE examination are invited from experienced school teachers in schools or colleges that do not prepare candidates for the GCE examinations concerned.

APPOINTMENTS FOR 1982 AND FOR 1983 GCE EXAMINATIONS

Industrial Studies (Alternative Ordinary) (Alternative Ordinary)
Archaeology (Alternative Ordinary)
Engineering Science (Advanced)
Biology (Ordinary and Advanced)
Environmental Science (Ordinary and Advanced)
Mathematics, Advanced and Engineering Workshop Theory and Practice (Ordinary)

APPOINTMENT OF REVISER FOR GCE EXAMINATIONS

Psychology (Alternatively Ordinary) 1983 examination and Psychology (Advanced) (1984 examination)

Further information and application forms are obtainable from the Secretary, Joint Matriculation Board, Manchester M15 6EQ.

Closing date for receipt of completed forms: 14th June. (4574A) 460000

SHROPSHIRE

EDUCATION COMMITTEE

EDUCATIONAL PSYCHOLOGIST

Qualified and experienced Psychologist required for summer term only to work in the Ludlow and Church Stretton areas. Opportunities will be available to gain experience in many aspects of the service, including work within the Child Guidance Unit.

This is a one year appointment initially from 1st May to the end of March 1983.

Application forms and further particulars from the Director of Education, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND. Telephone Shrewsbury 0743/61 353560. (4534S) 560000

Education Department

Temporary Area Educational Psychologist

for Summer Term

The post holder will be based in the North of the County of Hereford and Worcester.

The post arises due to the secondment of the present post holder to a one-term Post Experience Training Course.

Salary will be within the Soulbury Scale £9,432–£12,810.

Applicants must have an Honours Degree in Psychology, a Postgraduate qualification in Educational Psychology, a minimum of two years' qualified teaching experience, a full driving licence and a car.

Essential car user allowance is payable.

No application forms – please contact Principal Educational Psychologist on Worcester 353366, Ext. 3483 as soon as possible.

Interested applicants must be able to take up duties on 26th April, 1982.

Hereford & Worcester County Council

OUTDOOR EDUCATION
continued

NORTH YORKSHIRE

NORTH YORK MOORS OUTDOOR CENTRE
Courses in Multi-Activity or Field Study. Groups of 24 from £50 incl. transport. VACANCIES from June 7th. Details tel 060389 217, Ingleby Cross, Osmotherley, Northallerton, DL6 3PB. (36429) 680000

OXFORDSHIRE

TURNERS COURT
An independent voluntary organisation offering social, educational and vocational training to 90 boys aged 15-18 years requires a PUBSUITE LEADER to undertake the full time provision of both outdoor and indoor pursuits in conjunction with the present Boys' Club Leader. The person appointed will be expected to organise and lead a number of outdoor expeditions annually covering mountains, canoeing, caving, orienteering, etc. In addition, it will be necessary to build up a programme of compensatory work in manmeeting, fitness testing, etc. within the establishment itself. To this end, the leader will be expected to work within the purpose-built Boys' Club during evenings and weekends. The leader will have the opportunity of working in conjunction with the core staff, teachers and instructors and will be involved in the planning of the programme for each boy by means of case review meetings, etc. Single, self-contained staff accommodation is available and there is a good pension scheme. Salary scale according to age, qualifications, and experience. Nine weeks holiday per year.
Application form available after 30th April from: THE PRINCIPAL, TURNERS COURT, HENSON, OXFORD. Tel: Wallingford (049 - 3) 2871. (45377) 680000

SUNDERLAND

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in beautiful Middleton-in-Teesdale
56 pupils & staff. Monday/Friday £85. Weekend £30.
Further details Mr. D. Galloway, 13 Cliffe Park, Seaburn, Sunderland 0783583, Tyne & Wear. (45265) 680000

U.S.A.

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Contact Tim Edwards, BUNCAMP, 36 Brewer St, London W1P 3AE. 01-437 7288. MEN ESPECIALLY NEEDED. (32303) 680000

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Further details and application forms from the Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury SY4 1HW. (45043) 680000

English as a Foreign Language

EDINBURGH

Teachers and Course Directors required for our summer EFL courses theatraining June 20th and July 11th at Edinburgh.
Further details from Nord-Anglia, 39 Fog Lane, Didsbury, Manchester. (45091) 700000

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For full details and 1982 dates for both courses please write to: The Registrar, Ref. TES3, Eaton Hall International, Retford, Nottinghamshire, or Tel: 0777 708481. (37023) 700000

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Education Courses

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Linguarama Limited will be holding eight one-week courses in the teaching of English as a Foreign Language at Rutherford College, University of Kent, starting Monday 12 July 1982. The final course will commence on Monday 30 August 1982.

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The Courses will be conducted by Direct Method experts. The fee will be £160.00 + Vat and includes: instruction, teaching manuals, private room and all meals, as well as the use of recreational facilities. Some self-catering places are available at £88 + VAT.

Similar Courses to those at the University of Kent at Canterbury will be held at the Linguarama Centre in Birmingham in July and August and in Manchester in May.

For further information please write to Linguarama Limited, TES1, Department, Hungerdown House, Waterford, Southampton, Hampshire SO2 1LA, enclosing a stamped-addressed large envelope. 580000

WORCESTERSHIRE

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Residential accommodation is available at the College.

For further information please write to Director of Summer School, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ. Tel: (0905) 422080. (45815) 760000

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(Jointly with University College, Cardiff)

Applications are invited from graduates with appropriate teaching qualifications and/or experience for admission in October 1982 to a one-year or two-year course leading to the above-mentioned award of the University of Wales.

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Both courses will include phonetics, linguistics and methodology and applied linguistics and practical work (including audio-visual aids). Candidates will take a written examination and, for the M.Ed. course, will submit a dissertation.

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